

**IMPROVING THE LISTENING SKILLS THROUGH THE USE OF  
PODCASTS FOR THE TENTH GRADE STUDENTS OF  
HOTEL ACCOMMODATION DEPARTMENT OF  
SMK NEGERI 4 YOGYAKARTA  
IN THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* degree in English Language Education



**By:**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2013**

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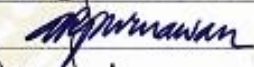
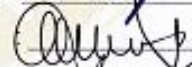
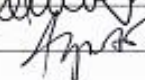
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Oktober 2013

Penulis,



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# MOTTOS

A person who never made a mistake never tried anything new.

**- Albert Einstein-**

You can't always get what you want, but if you try, sometimes you  
just might find you get what you need.

**-Mick Jagger-**

**(in Manusia Setengah Salmon by Raditya Dika)**

If we don't have any haters, it means we do nothing.

**-Alit Susanto (@shitlicious)-**

If speaking is silver, then listening is gold.

**-Turkish Proverb-**

## *DEDICATIONS*

*I dedicate this thesis to:*

*my beloved father, Hery Sukasno, S. Pd.,*

*my beloved mother, Margiyani, S. Pd.,*

*my lovely brother, Arif Heryantanto, A. Md.,*

*and my boyfriend, Muhammad Dhoni Perdana.*

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Yogyakarta, October 2013

The Writer,

Idha Kurniasari Dewi



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**Idha Kurniasari Dewi  
09202244016**

**ABSTRACT**

The objective of the research was to improve the tenth grade students' listening skills of SMKN 4 Yogyakarta in the academic year of 2012/2013 with the use of podcasts.

The research was carried out through action research that consisted of two cycles. The research steps are reconnaissance, planning, action and observation, and reflection. The researcher collaborated with the English teacher in implementing the actions. The actions consisted of the use of podcasts combining with the use of three-phase of listening processes; they are pre-listening, while-listening, and post-listening. The members of the research were the researcher, the English teacher, and the students of Grade X. The data were qualitative and quantitative. The validity of the data was obtained by applying the democratic, dialogic, catalytic, process, and outcome validities. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the students, and holding discussions with the English teacher, while the quantitative data were obtained from pre-test and post-test. The data were in the form of field notes, interview transcripts, and documentation. The qualitative data were analyzed by assembling, coding, comparing, building interpretations and reporting the outcome. Besides, the quantitative data were analyzed by calculating the mean scores of the pre-test and the post-test. The mean score of both tests were compared.

The findings of the study showed that the use of podcasts combined with the three-phase of listening processes proved to be effective to improve the students' listening skill. The students made a good improvement in some aspects of listening skills. They became interested in the English lesson and they felt that the English lesson did not make them bored. The findings were supported by the means of the students' listening scores which had improved from 6.5 in the pre-test to 7.6 in the post-test.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

According to the ministry regulation article 22 (2006: 17), the objective of the teaching and learning in vocational high school is to increase the students' knowledge, intelligence, moral, and skills in order to prepare them to be autonomous learners. They should have specialized skills, work ethics, and good communication with others. As one of the subjects taught in a vocational high school, English has become an important subject for the students in supporting their skills.

The aim of teaching and learning English in a vocational high school is mastering the knowledge and skills of English that support the achievement of competency skill, program and applying the knowledge and skills of English in communication contexts in both oral and written forms (Standard of contents, 2006). There are three language levels in vocational high school. They are Novice level, Elementary level, and Intermediate level. In each level, there are four skills that should be taught in the teaching and learning; they are listening, speaking, reading and writing.

It is now generally known that the listening skill plays a key role in facilitating language learning. Peterson in Celce-Murcia (2001: 87) says that through listening learners can build the awareness of the internetworking of a language system at various levels and thus establish a foundation for more fluent

productive skills. In addition, Nation and Newton (2009) state that listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. Therefore, listening skills are essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others. Poor listening can lead to unnecessary arguments and problems.

There are still some problems found in teaching listening to the students of vocational high schools. The teaching and learning processes only focuses on the final examination. The students have to study the utterances and words that they have heard. However, in learning a foreign language, for instance English, learning listening is not only the study of the utterances or words that the learners have heard but the learners should learn the utterances that happened in a real context or a situational context. Therefore, the materials which are used in the teaching-learning process should present the real life. It is in line with Morley (2001: 77) who states that best listening activities present in class activities that mirror real life.

The problems of the teaching listening mentioned above also happened in SMK Negeri 4 Yogyakarta. SMK Negeri 4 Yogyakarta is one of tourism clusters of vocational schools located in Yogyakarta. One of the departments which is related to the tourism services is Hotel Accommodation Department. It has ready-to-work graduate students because the skills obtained are not merely about the use of language, but they are related to the services. It is because by working in a



hotel, students should be able to serve local and foreign guests. Therefore, they need suitable materials for the teaching and learning process to fulfill their needs in the future.

There are some problems found in SMK Negeri 4 Yogyakarta based on the observation in the teaching of listening. The teaching and learning process of listening is still in a monotonous way. The students hear the recordings, and then the students answer the question given by the teacher, and the last they check the answers together. The recordings also seem monotonous. There are no interesting listening materials in the teaching and learning process so that the students get bored. Moreover, there is lacks of the suitable listening materials used in the teaching and learning process which the students need to fulfill the future needs and facilitates them in achieving the skill competence required.

For these reasons, the researcher is interested in improving the listening skills through the use of podcasts in teaching listening for the students of the Tenth Grade Hotel Accommodation Department of SMK Negeri 4 Yogyakarta in the academic year of 2012/2013. Teaching listening through through the use of podcasts can be very useful for the effective and joyful learning. Podcasts can attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English. Podcasts also enable the students to learn the use of English in real context and develop their listening skills through exposures to the native speakers' talk.

## **B. Identification of the Problem**

According to the observation which was done on March 28, 2013 and the interviews with the teacher and the students, it can be concluded that there were some problems related to students' listening skill of SMK Negeri 4 Yogyakarta. The problems can be seen as follows.

### **1. Problem related to the teacher**

The teacher applied a monotonous method in teaching listening. She had the students listen to the recording, and then they answered the questions given. The teacher did not use the interesting media to catch the students' attention such as podcasts, videos or games or other interesting activities and the newest technology to improve students' involvement in learning.

### **2. Problem related to the students**

The students had low motivation in listening. They were sleepy and having chat with friends during the lesson. The students also had limited vocabulary mastery and background knowledge which inhibited the understanding of words encountered. In addition, the students built learning habits to understand every word. They did not apply the appropriate listening strategies. Those habits made them depressed if they were not able to understand particular words.

### **3. Problem related to the materials**

There was limited access to find good listening materials. The teacher also found it difficult to find materials which were suitable with the students' needs and level of proficiency.

#### 4. Problem related to media

The media used by teacher were lack of visual aids which could improve the students' listening skills and gave the students enjoyment. So, it made the students easily lose their attention and got bored.

#### 5. Problem related to the process

In the English teaching and learning process, some students tended to be very passive in the teaching and learning process. The teacher had to point out some students to answer the questions. Most of the students felt bored because there was no modification in every meeting especially for teaching listening. Therefore, the teacher should apply the modern listening method use the newest technology such as podcasts.

### **C. Limitation of the Problem**

After having a discussion with the English teacher of the tenth grade students of Hotel Accommodation Department of SMK Negeri 4 Yogyakarta, the researcher decided to focus the research on the use of podcasts in classroom to improve the students' listening skills.

Since this research has broader scope, it is difficult for the researcher to handle all of the problems. Therefore, the researcher limits the scope of the study. The researcher only wants to know whether the podcasts can improve the students' listening skills at the tenth grade Hotel Accommodation 1 Department of SMK Negeri 4 Yogyakarta in the academic year of 2012/2013.

**D. Formulation of the Problem**

Based on the background of the study, identification of the problem, and limitation of the problem, the problem is formulated as follows "How are podcasts used to improve students' listening skills on the tenth grade of Hotel Accommodation 1 Department of SMK N 4 Yogyakarta?"

**E. Objective of the Study**

The objective of the research was to apply podcasts to improve students' listening skills on the tenth grade of Hotel Accommodation 1 Department of SMK N 4 Yogyakarta in the Academic Year of 2012/2013.

**F. Significance of the Study**

By this study, the researcher intends to achieve two significances in the following:

**1. Theoretically**

The study, hopefully, could give a deeper insight in improving the quality English teaching concerning in improving students' English listening skill. It is also hoped that it could be a reference for further study of listening teaching materials.

**2. Practically**

This research is expected to give a valuable contribution to the following parties:

- a. For the students, it would be an effort to improve their listening skill.
- b. For the English teacher, it would be an opportunity to improve the quality of teaching listening by using podcasts for the students.

- c. For the school, it provides some necessary knowledge about the study of English listening teaching materials.
- d. For other researchers, the result of this study is expected to be useful for research. This research may encourage other researchers who are interested in this field to conduct further investigation.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Listening**

###### **a. Definitions of Listening**

Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact (Lynch and Mendelsohn, 2002: 194).

In addition, Bloomfield (1942) in Carter and Nunan (2001: 7) declares that one learns to understand and speak a language primarily by hearing and imitating native speakers. It means that before students have learnt to read well, it is by listening that students can have the most direct connection to meaning in the new language.

There are some definitions of listening proposed by some experts as cited by Helgesen and Brown (2007: 3):

- 1) Listening is an active purposeful processing of making sense of what we hear.
- 2) Listening is the mental process of constructing meaning from spoken input.

From the definitions above, it can be concluded that listening is complex and active processes of interpretation in which listeners match what they hear with what they already know.

According to Carter and Nunan (2001), the term listening is used in language teaching to refer to a complex process that allow the listeners to understand spoken language. This theory explains that listening is not only recognizing the sound but also getting the meaning of words.

#### b. Types of Listening

Different situations require different types of listening. There are many kinds of listening types promoted by some experts. The first type of listening is proposed by Wolvin and Coakely in 1996 (cited in Goh, 2002). They identify five types of listening according to the purpose of the listening. They are discriminative listening, comprehensive listening, therapeutic listening, critical listening, and appreciative listening. They will be explained in details in the following.

##### 1) Discriminative Listening

Discriminative listening is where the listening objective is to distinguish sound and visual stimuli. This objective does not take into account the meaning; instead the focus is largely on sounds. In a basic level class this can be as simple as distinguishing the gender of the speaker or the number of the speakers. As mentioned before the focus is not on comprehending, but on accustoming the ears to the sounds. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.

## 2) Comprehensive Listening

Comprehensive listening is one type of listening where the focus is on understanding the message. This is the basis for the next three types of listening.

## 3) Therapeutic Listening

Therapeutic listening is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.

## 4) Critical Listening

Critical listening is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion. In critical listening the listeners challenge the speaker's message by evaluating its accuracy, meaningfulness, and utility.

## 5) Appreciative Listening

The final one is appreciative listening where the focus is on enjoying what one listens. Listening for enjoyment involves seeking out situations involving relaxing, fun, or emotionally stimulating information. Whether the listeners are listening to their favorite musical group or television show, or their friend telling a story, the listeners continue listening because they enjoy it.



In addition, Brown (2004: 120) divides listening into four categories. They are intensive, responsive, selective and extensive. They will be explained as follows.

1) Intensive

It is listening for perception of the components (phonemes, words, intonation, and discourse markers) of a larger stretch of language.

2) Responsive

It is listening to a relatively short stretch of language (a greeting, question, command, and comprehension check) in order to make an equally short response.

3) Selective

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches.

4) Extensive

It is listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.

From the explanation above, it can be concluded that there are some types of listening based on its purposes. The first is proposed by Wolvin and Coakely in 1996 (cited in Goh, 2002). They identify five types of listening; discriminative listening, comprehensive listening, therapeutic listening, critical listening, and appreciative listening. The second comes from Brown (2004: 120). He divides

listening into four categories. They are intensive, responsive, selective and extensive.

Other types of listening are proposed by Nation and Newton (2002) and Goh (2002: 2-5). Nation and Newton (2002) distinguish two broad types of listening; (1) One way listening, typically associated with the transfer of information (transactional listening); (2) Two-way listening, typically associated with maintaining social relations (interactional listening).

Moreover, Goh (2002: 2-5) argues that listening can be seen from three points of views: listening as a skill, listening as a product, and listening as a process.

#### 1) Listening as a skill

This view considers listening as a purposeful process. Individuals listen to the speaker with particular purposes. They may listen to distinguish auditory and/or visual stimuli (discriminative listening). It is basic to all listening processes. They may also listen to understand the message of the speaker's utterances (comprehensive listening) or to evaluate them (critical listening). Sometimes, the listener tries to get enjoyment through the story or experience of the speaker (appreciative listening).

#### 2) Listening as a product

From this perspective, listening is commonly explained from the outcomes domain. It deals with what listeners do in order to signal their understanding of speech uttered by the speaker. The outcomes can be in the forms of verbal or non-verbal responses.

### 3) Listening as a process

Many experts argue that the difference between a listening process in one's native language and in the language learning that one is learning lies in the point that the learners are inhibited by linguistics and sociolinguistics factors. Those inhibitions cause the language learners to have less processing capability in their working memory.

From the explanation above, it can be concluded that there are many types of listening. The types of listening can be classified according to a number of variables, including purposes for listening, the roles of the listeners, and the types of text being listened to. It may improve the effectiveness as listeners if we become aware of what type of listening the listeners are doing.

#### c. Listening Processes

There are two different kinds of processing which are commonly engaged in the learning process. These are often referred to as bottom-up and top-down processing. The processing can be explained as follows.

##### 1) Bottom-Up Processing

Richards (2008: 4) states that this processing involves the utilization of the received input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization sounds, words, clauses, sentences, texts until meaning is derived. Comprehension is viewed as a process of decoding.

The key features of bottom-up processing are identified by Clark and Clark (1977: 49) in Richards (2008: 4) as follows.

- a) Listeners receive raw speech and grasp a phonological representation of it in working memory.
- b) The listeners instantly try to arrange the phonological representation into constituents and then to identify their content and function.
- c) They identify each constituent and then generate underlying propositions assembling continually onto a hierarchical representation of propositions.
- d) Once they have identified the propositions for a constituent, they retain them in working memory and at some part eliminate memory of the phonological representation. In doing this, they forget the exact wording and retain meaning.

## 2) Top-Down Processing

According to Morley (2001: 70), top down processing refers to the attribution of meaning, drawn from one's own world knowledge to language input. Richards (2008) also adds that in top-down processing, the listeners understand the meaning of a message by utilizing their background knowledge.

Exercises that require top-down processing develop the learner's ability to do the following:

- a) Use key words to construct the schema of a discourse;
- b) Infer the setting for a text;
- c) Infer the role of the participants and their goals;
- d) Infer causes or effects;
- e) Infer unstated details of a situation;
- f) Anticipate questions related to the topic or situation.

In summary, it can be concluded that there are two types of listening processes. They are bottom-up processing and top-down processing. In real-life listening, the listeners will have to use a combination of the two processes, with more emphasis on top-down or bottom-up listening depending on their reasons for listening. However, the two types of listening can also be practiced separately, as the skills involved are quite different.

#### d. Teaching Listening

In teaching listening, the teachers need some principles in order to make the teaching and learning process successful. Brown (2001: 258) suggests some principles for teaching listening. They are as follows.

- 1) In an interactive, four-skill curriculum, make sure that the teachers do not overlook the important of techniques that specifically develop listening comprehension competence;
- 2) Use techniques that make the students intrinsically motivating;
- 3) Utilize authentic language and context;
- 4) Carefully consider the form of listeners' responses;
- 5) Encourage the development of listening strategies;
- 6) Include both bottoms-up and top-down listening techniques.

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Rost (2002: 155) identifies strategies that are used by successful listeners. They are predicting, inferring, monitoring, clarifying, responding, and evaluating. First, predicting is about what listeners think about what they will hear. This fits into the ideas about pre-listening mentioned earlier.

The second is inferring. It is useful for learners to listen between the lines. Next is monitoring. Good listeners notice what they do and do not understand. Next, it is clarifying. The efficient learners will ask questions and give feedback to the speaker. In the responding, the listeners will react to what they hear. The last is evaluating. In evaluating, the listeners will check on how well they have understood.

Strategies can be thought as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities involve the listeners actively in the process of listening.

Besides, it is also required the appropriate listening sequences in order to make the successful listening. Wilson (2008: 160) mentions three listening sequences. They are pre-listening, while-listening, and post listening. They will be explained in details as follows.

#### 1) Pre-Listening

The first stage involves active schemata to help students to predict the content. The pre-listening stage should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions about the text. An ideal pre-listening task is one in which the teacher, through carefully constructed questions, helps the students to activate the background information and language components including the vocabularies used. A successful listening activity will depend on what students do during pre-listening.

## 2) While-Listening

In the while-listening, the students hear the input once, for listening gist. Then, they listen a second time, either in order to check or answer more details questions. There are some important points in doing while-listening. They are:

- a) Allow students to listen to the text two or three times as a whole;
- b) Encourage student to focus on global meaning first and do not ask the students for details after the first listen;
- c) Encourage students to make assumptions after the first listen and verify them after the second listen;
- d) Focus the questions and attention at this stage on the segments of the texts that are accessible to the students in terms of vocabulary and structures. The students don't need to get everything in the text.

## 3) Post-Listening

There is an emphasis on helping the students with difficulties and reflecting on performance. A post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing.

The appropriate listening activities in every stage are also required to make the listening successful. Goh (2002), McDonough and Show (2003: 129) promote some activities in the pre-listening, while-listening, and post-listening. The activities will be shown in the following table.

Table 1. **The Listening Activities in Every Stage of Listening**

<b>Stages</b>	<b>Listening Activities</b>
Pre-listening	<ul style="list-style-type: none"> <li>- A short reading passage on a similar topic</li> <li>- Predicting content from title</li> <li>- Commenting on a picture or photograph</li> <li>- Reading through comprehension questions in advance</li> <li>- Working out students' own opinion on a topic</li> <li>- Brainstorming vocabularies</li> </ul>
While-listening	<ul style="list-style-type: none"> <li>- Putting pictures in the correct sequence</li> <li>- Following directions on a map</li> <li>- Checking off items in a photograph</li> <li>- Completing a grid, timetable or chart or information</li> <li>- Answering comprehension questions</li> <li>- Predicting what comes next (preceded by a pause)</li> <li>- Constructing a coherent set of notes</li> <li>- Inferring opinions across a whole text</li> <li>- Filling gaps with missing words</li> <li>- Identifying numbers or letters</li> <li>- Picking out particular facts</li> <li>- Recognizing exactly what someone said</li> </ul>
Post-listening	<ul style="list-style-type: none"> <li>- Using notes made while listening to write a summary</li> <li>- Reading a related text</li> <li>- Doing a role-play</li> <li>- Writing on the same theme</li> <li>- Studying new grammatical structure</li> <li>- Practicing pronunciation</li> </ul>

Based on the explanation above, there are some aspects that must be considered in teaching listening. They are principles in teaching listening, some



strategies in listening, the sequences of listening stage, and the appropriate activities that can be applied in the stages of listening sequences. All of the aspects are required in order to make to listening successful.

e. Teaching English in Vocational High School

1) Curriculum in Vocational High School

According to the ministry regulation article 22 (2006: 17), the objective of the teaching and learning in vocational high school is to increase the students' knowledge, intelligence, moral, and skills in order to prepare them to be autonomous learners. They should have specialized skills, work ethnics, and good communication with others. By having those characters, they can work well, effectively, and efficiently.

This regulation also states that there are three groups of specific subjects in vocational high school. They are normative, adaptive, and productive. Normative and adaptive subjects are non-vocational lessons that are given for the students to support their skills. Normative subjects include Religion, Civic Education, Bahasa Indonesia, Sport and Health Education, and Culture and Art Education. Meanwhile, adaptive subjects include English, Science, Social Education, Information Technology, and entrepreneurship.

There are three subjects from those normative and adaptive lessons which are tested in the final examination. They are Bahasa Indonesia, English, and Mathematics. Besides, there are also productive subjects. Productive subjects are specific lessons specifically assigned to the students based on the expert program they prefer to study.

The curriculum of vocational high school also contains local contents and self-development. Local content is a curricular activity which is taught to develop the students' competency based on special characteristics of each province. An example of local content which is commonly taught in Indonesian school is the local language. Meanwhile, self-development subject is the subject which gives them an opportunity to develop their talents and interests.

As explained above, English is categorized as an adaptive subject. The objective of the learning in this subject is mastering the knowledge and skills of English that support the achievement of competency skill, program and applying the knowledge and skills of English in communication contexts in both oral and written forms.

There are three language levels in vocational high school. They are Novice level, Elementary level, and Intermediate level. Novice level is taught for the first grade students. The objective of teaching English on the novice level is to develop the students' communication skills by using interpersonal and transactional language in their daily life. The second level is elementary level. Elementary level is taught for the second grade students. In this level, the students are expected to be able to communicate orally using interpersonal and transactional language. The last level is intermediate level. It is for the third grade of vocational high school students. In this level, the students should be able to communicate orally using interpersonal and transactional language and also develop some language functions in a certain job.

There are some materials and competencies included in the criteria of the graduate competency, materials competency, subject competency, and syllabus that must be fulfilled by students in a certain level of education, known as the Standard of Competence and Basic Competence. The list of Standard of Competence and Basic Competence for vocational high school is shown in the table below.

**Table 2. Standard of Competence and Basic Competence**

<b>Standard of Competency</b>	<b>Basic Competence</b>
1. Communicating in the Novice level of English	1.1. Understanding the basic language functions for the daily social interaction 1.2. Mentioning the names of things, person, characteristics times, days, months, and years 1.3. Describing the names of things, person, characteristics times, days, months, and years 1.4. Producing a simple speech or communication for the basic functions 1.5. Explaining the continuous activities 1.6. Understanding the memo and simple menus, schedule of public transportation, and traffic signs 1.7. Understanding the foreign words and terms and also simple sentences based on the formula 1.8. Writing simple invitations
2. Communicating in the Elementary level of English	2.1. Understanding the simple daily conversations in the personal and transactional and professional context. 2.2. Making short notes or simple messages in a direct interaction amusing device

(Continued)

(Continued)

Standard of Competency	Basic Competence
	2.3. Making the list of duties and educational background in the written and spoken forms 2.4. Telling the past and future experience 2.5. Telling many kinds of language functions 2.6. Understanding simple instructions 2.7. Understanding short messages, direction and list of words that are appropriate
3. Communicating in the Intermediate level of English	3.1. Understanding the monolog in a certain situation of job 3.2. Understanding the conversation with the foreigners 3.3. Making a report 3.4. Understanding how to use the equipment manually 3.5. Understanding the simple business letters 3.6. Understanding the technical documents 3.7. Writing a business letter and simple report

The Standard of Competency and the Basic Competence are important as the guideline of the materials that will be taught in the vocational high school. The teacher should follow the Standard of Competency and the Basic Competence in the teaching English.

## 2) Characteristics of English Learning in Vocational High School

Teaching and learning process in vocational high school is different than it is in other types of education institutions. According to the standard of Content for SMK (2006), English learning in vocational high school has some characteristics, they are:

- a) The language has a central role in the students' intellectual, social, and emotional development and it must support the process of learning subjects. Therefore, English here is not only as a means of communication but also as a supporting matter to develop the students' skills so that they can compete in the globalization era.
- b) Effective communication demands the use of language, both rules of language and communication context.
- c) Learning English should be done in natural context or environments that involve the students.
- d) The communication achieved is used to reach the goal, i. e. to fulfill the life needs. Thus, learning English must develop the life skills.
- e) English is a means of global communication. Therefore, mastering English is important for the students to comprehend and make strong local and national cultures, and also understand international cultures.
- f) English can be medium to improve the students' knowledge and technology development so that it can improve the competition of human resources.

From the characteristics explained above, it can be concluded that the teaching and learning processes in the vocational high school should be in line with the characteristics of learning English in the vocational high school. It is because the characteristics in learning English in vocational high school will help the teacher in deciding the technique, materials and activities in the teaching and learning processes in the classroom.

#### f. Activities to Promote Teaching Listening

There are many kinds of activities that promote teaching listening. Harmer (2007: 303) suggests some of the activities to promote teaching listening. They are as follows.

##### 1) Using audio material

Many teachers use audio materials on tape, CD or hard disk when they want their students to practice listening skills. The advantages of using audio materials are (a) recorded material allows students to hear a variety of different voices apart from just their own teacher's. It gives them an opportunity to meet a range of different characters; especially where real people are talking (b) Audio material is portable and readily available. Tapes and CDs are extremely cheap, and machines to play them are relatively inexpensive. The disadvantage of using it is in a big classroom with poor acoustics, the audibility of recorded material should be considered by the teachers.

##### 2) Live listening

A popular way of ensuring genuine communication is live listening, where the teacher and/or visitors to the class talk to the students. This has obvious advantages since it allows students to practice listening in face-to-face interactions.

##### 3) Film and video

The students can listen while they watch film clips on video, DVD or online. The film and video become more and more popular as a teaching tool. They let students experience natural English in a somewhat natural setting.

The film or the videos are available online. The topics are various. The students will not only listen to the audio but they also see the physical expressions used by the speakers in the film and videos.

#### 4) Listening sequences

Listening can thus occur at a number of points in teaching sequence. Sometimes it forms the jumping-off point for the activities which follow. Sometime it may be the first stage of a listening and acting out sequence where students role-play the situation they have hears in the recording.

#### 5) Music and song

Using songs in the classroom is a great way to motivate students of all ages to learn. Like all successful lessons, they need to be thoroughly planned to engage the students effectively. Music can be a useful tool to create an enjoyable learning environment.

#### 6) Podcast

In teaching listening, a teacher can fall into the bad habit of using the same listening materials over and over again. Podcasts can supply fresh ideas and motivation. With any new idea, a teacher must also examine the reasons for using it and the purposes it can serve.

In conclusion, the listening activities above can help students to employ effective listening skills to incorporate new information, obtain instructions to complete assignments and to interact in the classroom. The activities should be in appropriate with the topics discussed in order to make the effective listening.

## 2. Podcasts

### a. Definitions

The term "podcasting" was first mentioned by Ben Hamersley in *The Guardian* newspaper in a February 2004 article, along with other proposed names for the new medium (Wikipedia.com). It comes from the words "pod" from iPod and "broadcasting". The term podcasting was popularized by Adam Curry who created an Apple script application. It allows the users to automate the process of downloading and syncing audio files to iPods. In 2003 podcasts started to appear on lots of web sites and other software. Finally, Oxford American Dictionary (2012) has defined the term as "a digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player".

Podcasting is a term inspired by the Apple Computer Corporation's iPod, a portable digital audio player that allows users to download music from their computer directly to the device for later listening. The term is no longer specifically related to the iPod but refers to any software and hardware combination that permits automatic downloading of audio files (most commonly in MP3 format) for listening at the user's convenience.



Figure 1. **The logo used by Apple to Represent Podcasting**  
(Source: [www.wikipedia.com](http://www.wikipedia.com))



Since podcasts are still new term in the teaching English language, there are some definitions from many sources to deal about what podcast is. A podcast is the name given to the publishing of audio (usually mp3 files) via the Internet, designed to be downloaded and listened to on a portable mp3 player of any type, or on a personal computer. It is in line with Harmer (2007) that defines a podcast as downloadable files which the user can load onto their own personal MP3 players, such as iPods.

The next definition of podcasts comes from Man (2006). He defines podcasts as audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. Although audio programs have existed on the Web for a few years already, what makes a podcast unique is its capacity for subscription. Through an RSS (Really Simple Syndication) feed, listeners can subscribe to their favorite podcasts. Their computer will then receive alerts when new episodes have been posted.

Podcasts are shows, similar to radio or TV shows that are produced by professionals or amateurs and posted to the Internet for download and listening or viewing. Many podcasts are made available for free, though some must be purchased. The name derives from the combination of broadcast and iPod. Podcasts can be downloaded individually or subscribed to so that each new episode of the podcast is automatically downloaded to the subscriber's computer. It is in line with Walton who states that podcasting is a method of distributing audio recordings via the Internet, allowing users to subscribe to a feed of new files

(Walton et al. 2005). In addition, Constantine (2007) also adds the definition of a podcast as follows.

A podcast is the name of a digital recording of a radio broadcast or similar program. Podcasts published on the internet as MP3 files. Interested listeners are able to download these MP3 files onto their personal computer or personal MP3 players of any type. The files can be listened to at the convenience of the listener. Podcasts can be as short as two to three minutes and as long as an hour. Learners can subscribe to a podcast through an RSS subscription (Really Simple Syndication).

Through podcasting, an audio content from one or more subscribed feeds can be automatically downloaded to a user's computer as it becomes available (Chan & Lee 2005). The audio file can be listened to on the user's computer, or it can be transferred to an iPod or other portable media player for listening at a time and place convenient to the users.

In summary, there is a difference between podcasts and the previous listening materials such as audios, videos, and films. The podcasts come in series or episodes and the listeners can subscribe the series of the podcasts through RSS and the listeners will get the notification if there is a new episode of the podcasts published.



**Figure 2. An RSS Feed Icon, Commonly Used to Indicate the Web Feed For a Podcast**

*(Source: [www.wikipedia.com](http://www.wikipedia.com))*

## b. Types of Podcasts

Podcasts are so popular nowadays that there is a wide range of options from which to choose. There are three types of podcasts, (1) A basic podcast contains only audio and is the easiest to create and listen to; (2) An enhanced podcast has both audio and slides (like a narrated Power Point Presentation on the Web); and (3) A vodcast (or video podcast) contains video and audio.

Besides, there are various types of podcasts promoted by Stanley (2005). They are as follows.

### 1) Authentic podcasts

Podcasts that are not aimed at ELT students can often be a rich source of listening. Most of these will only be suitable for use with higher level students, but others, such as *Sushi Radio* are made by non-native speakers of English and their length (5-10 minutes) make them ideal to be used by the students.

### 2) Teacher podcasts

Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor.

### 3) Student podcasts

The podcasts are produced by students, but often with teacher help. The students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. *English Conversations*, for example is a podcast largely made by students for students.

In conclusion, there are many kinds of podcasts. The first type is categorized based on its content; they are a basic podcast, an enhanced podcast, and the vodcasts. The next types are promoted by Stanley; they are authentic podcasts, teacher podcasts, and students podcasts. Because of the various kinds of podcasts, the teacher should choose the kind of the podcasts which are appropriate for the students' needs and interests

#### c. Content of ELT Podcasts

ELT podcasts cover a wide range of subject matter. There are many kinds of content in the podcasts. Man (2006) classifies the content types of podcasts as follows:

- 1) Comprehensive: podcasts that cover a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary.
- 2) Whole lessons: there is then a lesson plan with accompanying worksheet materials. In effect, these are ready-made lessons based on podcasts which teachers can use in the classroom directly.
- 3) Vocabulary and idioms: a popular type of podcast, probably because it is easy to produce. In this kind of podcast, the host chooses some vocabulary items and explains their usage. The example presents a few idioms in each episode.
- 4) Conversations with script: podcasts that contain conversations between native speakers accompanied by the script, for learners to refer to while listening to the conversation.
- 5) Jokes: podcasts that contain of jokes. Because they usually play on language, they encourage careful listening by the learner.

- 6) Songs: podcasts which contain songs for ESL learners. The songs are either traditional children's songs or authentic popular songs for teenagers. They are also often accompanied by the text of the lyrics.
- 7) Phonetics and pronunciation: some podcasts are obviously highly suited for teaching phonetics and pronunciation. These podcasts are lessons which focus on specific phonemes and pronunciation problems in English.
- 8) Stories: podcasts which are usually story-read-aloud. They may or may not be followed by listening comprehension questions.
- 9) Listening comprehension: podcasts that provide conventional listening comprehension practice.

Based on the explanation above, it can be concluded there are various types of podcasts on the internet targeting different audiences. The podcasts offer all kinds of interesting topics which students can browse through. Some of them even provide transcripts for students to read (e.g. ESL podcasting). Learners or teachers can choose any topics they are interested in and utilize in the listening class or activities. Teachers can design their own level of materials.

#### d. Guidelines in Selecting the Podcasts

There are at least two concepts that teachers must focus on in choosing a podcast for the students to hear. The first has to do with relevance. In order for students to benefit from listening to a podcast the content must be relevant to the learners. When a topic is relevant, it holds the attention of the learners and thus increases motivation (Morley, 2001).

The second concept that a teacher must consider in choosing a podcast is that of transferability. Actually, relevance and transferability are often connected. If students feel that the content is relevant, there is a strong possibility that what is learned can be applied to other situations whether it is at school or out in the real world. “Best listening activities present in-class activities that mirror real life” (Morley, 2001: 77). For instance, students can listen to a news broadcast with topics that can later be used in a real life conversation.

The last, the use of podcasts should be accompanied by the appropriate techniques. Mendelson, (1994), cited by Constantine (2007), offers some techniques that enhance learning and help the listeners focus on any listening activity: 1) listen for one crucial detail; 2) listen for all the details; 3) listen for the gist; 4) listen for mood and atmosphere; 5) listen to form hypotheses and make predictions; and 6) listen to make an inference.

In summary, the guidelines of selecting the podcasts in the teaching English are important. The teacher should consider some aspects in selecting the podcasts in teaching English as mentioned in the guidelines in selecting the podcasts above in order to make the podcasts are effective in the teaching English.

#### e. Significance of Using Podcasts in Teaching Listening

Podcasts can be as short as two to three minutes and as long as an hour. Teachers can subscribe to a podcast through an RSS subscription (Really Simple Syndication). The advantage of this practice is that as new episodes become available they are downloaded to the computer automatically. They come at no cost to the subscriber. Because podcast content is free, teachers now have a

way to build up a big listening library for their students on contemporary and relevant topics.

The podcasts online have given the language teacher a wealth of materials for teaching listening skills. Constantine (2007) classifies the podcasts on several levels and deals with the questions of the advantages of podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts according to Constantine are: 1) learners can benefit from global listening, even if they only listen from three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. Podcasts are not just intended for listening. Often there is a transcript provided along with worksheets.

There are some benefits of using podcasts to learn English:

- 1) The students can listen to the native speakers of English.

Language can be learnt by copying. Getting the students used to listening to native speakers will make it easier to understand the language. Exposing the students to the way they talk and to their pronunciation will also help their pronunciation, making their English sounds more natural and understandable by native speakers.

- 2) There are many available tools to play the podcasts.

The students do not really need anything else to start using podcasts to improve your English. Nowadays, most students have an MP3 player or cell

phone with multimedia capabilities. So, they can play the podcasts easily from their media players.

- 3) The podcasts can be played everywhere and anytime.

With podcasts, the students can decide when and where they learn English. They can listen to the podcasts whenever and wherever they want. So, they can learn English from the podcasts easily.

- 4) There are many free resources of podcasts.

There are lots of free English podcasts published by native speakers. They are free. The listeners can download the podcasts easily. Then, they can save the podcasts on their computers for later listening. In some resources, there are also transcripts provided.

In conclusion, the podcasts have some benefits. First, the podcasts provide the materials which were interesting for the students because the podcasts are produced by the native speakers of English. The students can learn from the podcasts how to use the language in a real life. Next, the podcasts are easily to download and they can be saved in a personal computer for later listening. The last, the podcasts are easily to find because there are so many resources of podcasts.

#### f. The Sources for ELT Podcasts

As mentioned in the advantages of podcasts, the podcasts are easily to find because there are so many resources of podcasts. There are some Online Resources for ELT podcasts promoted by Paul Man-Man SZE Compiled on May 18, 2006. They are shown in the following table.



Table 3. Some Online Podcasts Sources

No	Types of Podcasts	Sources
1	Podcasting Basics	- <a href="http://www.bbc.co.uk/">http://www.bbc.co.uk/</a> (BBC)
2	General directories	- <a href="http://www.podcastalley.com/">http://www.podcastalley.com/</a> - <a href="http://www.digitalpodcast.com/">http://www.digitalpodcast.com/</a> - <a href="http://www.podcast.net/">http://www.podcast.net/</a>
3	ELT podcast directories	- <a href="http://www.pod-efl.com/">http://www.pod-efl.com/</a>
4	Comprehensive	- <a href="http://www.englishteacherjohn.com/podcast/">http://www.englishteacherjohn.com/podcast/</a> ( <i>The English Teacher John Show</i> )
5	Whole lessons around podcasts	- <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> ( <i>Complete lesson plans with accompanying exercises, tasks, and podcasts; each lesson based on a news story</i> ) - <a href="http://www.eslpod.com/website/index.php">http://www.eslpod.com/website/index.php</a> ( <i>Each ESL podcast lasts 10–20 minutes, and has three parts: (1) An dialog or story read a bit slower than normal speech; (2) An explanation of some of the expressions and phrases used in Part 1; (3) A repetition of the dialog or story at a native rate of speech</i> )
6	Vocabulary, idioms, slang	- <a href="http://www.englishcaster.com/idioms/">http://www.englishcaster.com/idioms/</a> ( <i>English idioms and slang</i> )
7	Scripted conversations	- <a href="http://www.e-poche.net/conversations">http://www.e-poche.net/conversations</a> ( <i>Each conversation episode is accompanied by its script; new words in the script are linked to pictorial illustration</i> )
8	Jokes	- <a href="http://www.manythings.org/jokes/">http://www.manythings.org/jokes/</a> ( <i>Jokes in English; each short joke comes with the text</i> )
9	Songs	- <a href="http://englishpodsong.blogspot.com/">http://englishpodsong.blogspot.com/</a> ( <i>“English Pod Song”</i> )
10	English through stories	- <a href="http://www.englishthroughstories.com/">http://www.englishthroughstories.com/</a> ( <i>A weekly story lasting 10–20 minutes, followed by explanation of some of the expressions used in the story</i> )

Theoretically, the podcasts appear to be very powerful. Podcasts seem to conform well to communicative approaches (interacting with the real world) and lifelong learning theories. For example, podcasts are studied almost outside of the

class, and so are imbedded in a real life. Podcasts are also available in particular topics or theme so that the learners can link the vocabularies related to the topics. In summary, the podcasts are powerful because they provide access to large amounts of materials which are interesting and suitable for the students' need.

### **3. Computer Assisted Language Learning (CALL)**

#### **a. Definitions**

For many years, foreign language teachers have used the computer to provide supplemental exercises. Computer Assisted Language Learning (CALL) is fundamentally a tool that helps teachers to facilitate the language learning process. CALL is a program derived from CAL (Computer-Assisted Learning) which is implemented to language, but the use of computer here is mainly aimed at providing a language learning tutorial program (Hartoyo, 2006: 21). In addition, Egbert (2005: 4) says that CALL means students learn language in any context with, through, and around computer technologies.

In addition, given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language. CALL has come to encompass issues of materials design, technologies, pedagogical theories and modes of instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials (Beatty, 2003).

From the definitions above , the main focus of CALL is on the application of computers in language learning. The field of CALL involves the use of a computer in the language learning process. CALL programs aim to teach aspects of the language learning process through the medium of the computer. CALL programs can be (and have been) developed for the many parts of the language learning process.

b. Significance of using CALL

The use of CALL (Computer Assisted Language Learning) is becoming popular in teaching and learning language. The purpose of CALL is to definitely help the process of teaching and learning, so the process can be more efficient and effective. There are some reasons why using Computer-assisted Language Learning according to Lee (2000). They are as follows.

1) Experiential Learning

The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information is presented is not linear, users develop thinking skills and choose what to explore.

2) Motivation

Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.

### 3) Enhanced Student Achievement

Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

### 4) Authentic Materials for Study

All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.

### 5) Greater Interaction

Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

### 6) Individualization

Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.

### 7) Independence from a Single Source of Information

Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfills the need for interdisciplinary learning in a multicultural world.

## 8) Global Understanding

A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel citizens of a global classroom, practicing communication on a global level.

In conclusion, CALL is powerful to be applied in the teaching and learning processes. The reasons for using Computer-assisted Language Learning include:

a) experiential learning, b) motivation, c) enhance student achievement, d) authentic materials for study, e) greater interaction, f) individualization, g) independence from a single source of information, and h) global understanding.

### c. Guidelines in using CALL in the classroom

When designing instruction for CALL contexts teachers must also consider how to use technology so that it supports effective learning. There are five aspects to be considered in using CALL (Egbert, 2005). All of these guidelines are important components in any classroom where language is central. They are as follows.

#### 1) Use technology to support the pedagogical goals of the class and curriculum

Teachers using computer labs are often assigned a specific day and time that their class will use the lab, regardless of whether it fits into the teachers' current learning plan. Rather than designing instruction to use the technology and to learn technology skills, the technology use must be subordinated to the learning goals. In other words, teachers should not use the computer simply for its own sake.

2) Make the technology accessible to all learners

Because learners are individuals, CALL activities should address more than one type of intelligence and more than one style of learning. The technology should be used to address the learners' needs and be useful for a variety of instructional purposes.

3) Use the technology as a tool

The computer as tutor presents drills and practice, usually with some explanatory rules. However, drill and practice alone has not been shown to increase language learning. The computer cannot actually serve as a teacher, either, because it is not intelligent or capable of individualized, creative feedback. The most useful way to look at a technology is as a tool that supports learning in a wide variety of ways.

4) Use technology effectively

Effective means that students learn language better or faster using the technology than they would have using the tools that would ordinarily be available. For example, the classroom teacher can provide a limited amount of feedback to each learner because only one student at a time can answer a grammar practice exercise and receive the teacher's assessment.

5) Use technology efficiently

Efficient indicates that technology accomplishes learning goals with less time and work for teachers and learners. For example, a listening program on a computer can instantly replay a passage while an older technology, such as the

audio tape, may waste the students' time because it requires rewinding and hunting for the right segment many times.

In line with the preceding principles, Chapelle proposes a set of six general evaluation criteria useful in determining the appropriateness of a given CALL task for supporting language acquisition. These criteria appear initially in Chapelle (2001) and are reprised in a recent evaluation study by Jamieson, Chapelle, and Preiss (2005: 94).

- 1) *Language learning potential*: The degree of opportunity present for beneficial focus on form;
- 2) *Learner fit*: The amount of opportunity for engagement with language under appropriate conditions given learner characteristics;
- 3) *Meaning focus*: The extent to which learners' attention is directed toward the meaning of the language;
- 4) *Authenticity*: The degree of correspondence between the learning activity and target language activities of interest to learners out of the classroom;
- 5) *Positive Impact*: The positive effects of the CALL activity on those who participate in it; and
- 6) *Practicality*: The adequacy of resources to support the use of the CALL activity.

In conclusion, language teachers designing CALL lessons should consider these guidelines; how these guidelines play out, however, will differ according to not only the course's content, but also to other contextual features such as grade level, student proficiency level, and curricular goals. Besides, the evaluation of

CALL also need to do after designing the CALL to make the CALL designed appropriate in the teaching and learning processes.

d. The advantages and disadvantages of CALL

CALL has been applied in language teaching for more than three decades. This application gives several benefits for language teaching and learning. Warschauer and Healey (1998) in Gündüz list a number of CALL benefits as follows.

- 1) Multimodal practice with feedback;
- 2) Individualization in a large class;
- 3) Pair or small group work on projects;
- 4) The fun factor;
- 5) Variety in the resources available and learning styles used;
- 6) Exploratory learning with large amounts of language data; and
- 7) Real-life skill-building in computer use.

Although computers in language classes have an important role in language learning process, there are some disadvantages of CALL. First, CALL requires computers and software as well as other equipment all of which are expensive. Second, technical and financial problems, such as long waiting time to access information and costs related to the acquisition of computers, programmes, training, telephone lines and other expenses. Next is lack of training and familiarity with computers and the Internet (on the part of both learners and teachers) can lead to frustration, instead of offering a motivating learning experience. The enormous quantity of information found on the Internet can also



be a disadvantage. First, it may be difficult for students to focus on what they want to do, with so many possibilities to sidetrack. Secondly, a lot of the material on the net is unsuitable for children and young learners, and it is virtually impossible to bar them from accessing it. Finally, the teachers have to address a problem that is not intrinsic to CALL and the Internet, but to how teachers use these resources. (Moras, 2001)

In summary, there are some advantages and disadvantages of applying CALL in the teaching and learning processes. The advantages of CALL will make the application in the class successful, however, the disadvantages of CALL will help the teacher to consider some aspects in applying the CALL in the teaching and learning processes.

e. Implementation of CALL in teaching listening

Jamieson & Chapelle (2008) state that by using CALL materials in the listening classroom learners could benefit from these materials in improving their listening comprehension. The way the teacher implements CALL in teaching listening affects the learners' success in using the computers to enhance their listening skills. For this reason, the teacher requires to be thoughtful in applying CALL. Chapelle and Jamieson (2008: 126) state that there are some important points to consider in using CALL for the teaching listening. They are 1) material selection; 2) bottom-up and top-down processing; 3) activities; 4) visual aids; 5) evaluation; and 6) strategy development.

There are also dedicated listening exercises for many languages, many of them free, though their pedagogical quality varies considerably. Because of this,

listening is a growth area for CALL, a way for learners to connect directly with the local culture of the language they are studying. In the context of online listening, Robin (2007: 109) states that in the immediate future, the next five to ten years, the frontier in language learning and technology will not be found in what program does what better, but rather which students use off-the-shelf technology to best facilitate their own learning in their own learning style.

According to Davies (2004), there are some types of CALL programs that can be used in the teaching and learning processes. They are:

- 1) CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes.
- 2) Generic software: applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint, spreadsheet (Excel) that can be used to support language learning.
- 3) Web-based learning programs: online dictionaries, online encyclopedias, online concordances, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki.
- 4) Computer-mediated communication (CMC) programs: synchronous - online chat; asynchronous - email, discussion forum, message board.

f. Podcasts as part of CALL in language teaching

Podcasts offer language learners with samples of real language and authentic materials (Thorne & Payne, 2005). Students can use podcasts as a supplement to their textbook materials (Stanley, 2006). According to Warschauer and Healey (1998), integration of computer-assisted language learning (CALL) technology helps learners learn language in a real, meaningful, authentic situation. The socio-cognitive view of language learning stresses real language use in a meaningful, authentic context. Most of the podcasts found on the Internet are considered real and authentic. Computer-based vodcasts can deliver combinations of text, sound, still images, graphics, animations, video and so on. Moreover, the interactionists believe that the basic element for successful language acquisition is input.

Podcasts (the delivery of on demand audio and video files through the Web) can also be used to facilitate listening instruction which, research shows, has resulted in teachers' and learners' positive attitudes towards computer-based multimedia. In general, CALL-based listening instruction enhanced students' listening ability (Bingham & Larson, 2006), and had positive effect on their attitudes towards computer.

## **B. Relevant Research Studies**

Previous research has seldom been carried out in Indonesia, and podcasting is still a very new technology in Indonesia. One of the previous research in Indonesia was done by Juniardi (2008). The research was conducted at third semester of English department students of Sultan Ageng Tirtayasa University in academic year 2007-2008. They were having subject of listening III. The research

involves three cycles to see the effectiveness of the media to improve students listening skill.

The research was conducted in three cycles. In every cycle, the researcher did a pre-test and a post-test to know the improvement of the students' listening skills. At first cycles, the planning was implemented podcasting as a media for teaching listening. The aim of this lesson is to see whether students can understand the short conversation or speech in podcast. The duration of one podcast not more than one minute. At second cycles, the aim of this lesson is to see whether students can understand the long conversation or speech in podcast. The duration of podcast not more than three minutes. The last, at third cycles, the aim of this lesson s to see whether students can understand the long the conversation or speech in podcast and they can retell them. The duration of podcast is not more than five minutes.

The results of the students' score in the pre-test and post-test in every cycle were increased. It can be concluded that podcasts significantly affect students' listening comprehension. There was improvement of students' score after they had material through podcasting program. The improvement was not only on the comprehension short conversation but also on long conversation.

Researches on podcasts have been done before by some researchers. One of them was done by Chinnery (2007). Chinnery (2007), Turkish language students were able to use their iPods for listening to authentic songs and other audio materials. While uses of iPods and, more recently, podcasting are on the rise, Chinnery voices concerns about possible poor audio quality, limited availability

(although mobile labs are one suggestion for combating this problem), lack of a cultural context, and limited social interaction.

### **C. Conceptual Framework**

English as a foreign language becomes one of compulsory subjects in a vocational high school in Indonesia. The aim of teaching and learning English in a vocational high school is equipping the students with the knowledge and a basic skill of English that facilitates them in achieving the skill competence required. One of the language skills which has to be mastered by foreign language learners is listening. In fact, the students still find some difficulties in learning listening. Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. Therefore, listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.

The major problem in the teaching and learning process concerns with inappropriate techniques applied by teacher. The teaching and learning process tends to teach listening in a monotonous way. The materials used are not completed by the visual aids. Besides, the lack of suitable materials used in English teaching may contribute to the failure of the teaching and learning process. The materials were only taken from the course book. In order to make students interested and motivated, the teacher should provide interesting learning materials. Moreover, a vocational high school has ready-to-work graduate students. The skills obtained are not merely about the use of language, but related

to the services. To be able to achieve the goals, they need the suitable materials and appropriate to fulfill their future needs.

One of the suitable materials is podcast. Podcasts are audios (sometimes videos) on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. These episodes are accompanied by a file called a “feed” that allows listeners to subscribe to the series and receive new episodes automatically. The podcasts are produced by the native speakers of English in a real life. It is assumed that podcasting is especially interesting for English learners as it provides a means for students to get access to listening sources about almost any subject that may interest them. These advantages can be maximally used in teaching and learning of listening to improve the students’ listening skills.

Considering the need of improving the students’ listening skill, the researcher finds out that the use of podcasts in the teaching and learning process can produce some improvements. Therefore, the researcher intends to conduct action research in SMK Negeri 4 Yogyakarta. She works collaboratively with the English teacher and the tenth grade students of Hotel Accommodation Department of SMK Negeri 4 Yogyakarta. The collaborative work will be aimed to improve the listening skill of the tenth grade students of Hotel Accommodation Department of SMK Negeri 4 Yogyakarta.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Research**

This research study was classroom action research. It was action research because it focuses on the efforts to improve students' listening skills at the tenth grade of Hotel Accommodation Department of SMK Negeri 4 Yogyakarta in the academic year of 2012/2013.

The researcher found obstacles and weaknesses of the listening learning process, identified the problems, planned and implemented the actions. After that, the researcher made evaluation, reflection and discussion related to the actions implemented.

#### **B. Research Setting**

##### **1. Time of the Research**

The researcher conducted the action research in the second semester of the academic year of 2012/2013. The action was conducted from March to May 2013. In conducting the actions, the researcher followed the school schedule, especially the English schedule of X Hotel Accommodation 1 class in which the English class was taught twice a week. The schedules were on Wednesday at 10.30 am and Thursday at 08.45 am. Each meeting has 90 minutes and for one hour lesson, it has 45 minutes.

The following table presents the schedules of the research.

Table 4. **The Schedule of the Research**

<b>Date</b>	<b>Schedules</b>
Friday: March 22, 2013	- Asking for Permission (Observation) - Interview the school staff
Wednesday: March 27, 2013	- Meeting the teacher - Interview English teacher
Thursday: March 28, 2013	- Observation - Interview the teacher and the students
Monday: April 15, 2013	- Asking for permission (Research)
Wednesday: April 24, 2013	Having discussion with the teacher
Thursday: April 25, 2013	Pre-Test
Wednesday: May 1, 2013	Meeting 1 Cycle I
Thursday: May 2, 2013	Meeting 2 Cycle I
Wednesday: May 8, 2013	Meeting 3 Cycle I
Wednesday: May 15, 2013	Meeting 1 Cycle II
Thursday: May 16, 2013	Meeting 2 Cycle II
Wednesday: May 29, 2013	Meeting 3 Cycle II
Thursday: May 30, 2013	Post-Test

## **2. Place of the Research**

This research took place at SMK Negeri 4 Yogyakarta, focusing on grade X Hotel Accommodation 1 Department. It is located at Jalan Sidikan 60, Umbulharjo, Yogyakarta, 55162. The researcher chose the Hotel Accommodation because the department would use English in future. The students are prepared to work in a hotel where they will have so many guests. The guests will not only be local people, but they will also have tourists. The students should be able to communicate in English since English is an international language which is used by people all over the world.

SMK Negeri 4 Yogyakarta is one of the tourism clusters of Vocational schools located in Yogyakarta Municipality. SMK Negeri 4 Yogyakarta has 6 Departments; they are Beauty Skin, Beauty Hair, Clothing Boutique, Jasa Boga, Business Travel, Pastry and Hotel Accommodation.



There are two classes of Hotel Accommodation Department in the tenth grade. They are Hotel Accommodation 1 and Hotel Accommodation 2. Each class consists of 36 students. There are 35 students in Hotel Accommodation 1.

### **C. Subjects of the Research**

The research involved the English teacher and the students in SMK Negeri 4 Yogyakarta, especially the students of Grade X Hotel Accommodation 1 Department in the academic year of 2012/2013.

### **D. Data Collection Techniques**

The research data were collected in the form of qualitative data which were supported by quantitative data. The qualitative data were taken from the result of observation and interviews done by the researcher. Meanwhile, the quantitative data were taken from the tests. The types of data, the instruments, the collection techniques, and the usage of data is explained in details in the following table.

**Table 5. The Data Collection of the Research**

<b>No</b>	<b>Data</b>	<b>Instruments</b>	<b>Collection Techniques</b>	<b>Usage</b>
1	Pre-Test and Post-Test scores	Worksheets	Pre-test Post-test	In the pre – post tests
2	Field notes	Observation sheets	Observation	- In the reconnaissance step - In the action and observation step - In the reflections
3	Interview transcripts	Interview guidelines	Interview	- In the reconnaissance step - In the reflections

There were some techniques used in collecting the data. They were observation, interviews, and tests. The description of every technique is explained as follows.

### **1. Observation**

McKechnie (2008: 578) states that observation is one of the most fundamental research approaches that involves collecting impressions of the world using all of one's senses, especially looking and listening, in a systematic and purposeful way to learn about a phenomenon of interest.

In this research, the observation was conducted to monitor the process of teaching and learning while the actions were implemented. The observation was about the whole activities and the students' behaviors during the teaching learning process. To help observing the process, the observation sheets were used as the guideline. The results of the observations were in the form of field notes.

The observation sheet was used in the reconnaissance and in the action and observation steps. In the reconnaissance, the observation sheet was to note descriptions and know of what happened in the classroom. In the action and observation steps, the observation guide was used to see the implementation of the actions and the success of the research. In the reflection steps, the field notes were used to evaluate the actions that have been done.

### **2. Interview**

According to Brinkmann (2008: 470), an interview is a conversation where information is obtained and knowledge is created through the interaction between interviewer and interviewees. In this research, the interview was the activity to ask

questions in face-to-face interaction in order to know how the participants felt and to know what their opinions or ideas during the research. The subjects of the interview were the students and teacher as the collaborator. The researcher used the interview guidelines as the guideline in conducting the interviews. The results of the interviews were reported in the form of interview transcripts.

The interview guideline was used in the reconnaissance step and in the reflection step. In the reconnaissance, the interview guide was used to find out the existing problems faced by the teacher and the students in the field. In the reflection step, the interview guide was used to see the students and the English teacher responses to the actions.

### **3. Test**

According to Brown (2004:3), a test can be defines as a method of measuring a person's ability, knowledge or performance in a given domain. In this research, the tests conducted were pre-test and post-test. The pre-test was conducted before the actions were implemented, while the post test was done after the actions had been carried out.

The pre-test and post-test were in the form of listening tests in which the students received listening input from the teacher. It was used to access the listening ability of the students before and after the actions were implemented. The researcher used the same blueprint for the pre-test and the post-test. The results of the tests were in the form of students' scores.

## **E. Data Analysis Techniques**

There were two types of data analysis. First, it was qualitative data analysis. To analyze the qualitative data, the process of analyze proposed by Burns (1999: 156-160) was used. The data analysis was done in solve stages described as follows.

### **1. Assembling the Data**

The first step was assembling the data that were collected over the period of the research: field notes, interview transcript, and students' scores. The stage allowed the researcher to gain broad pattern which could be compared and constructed to see what fits together.

### **2. Coding the Data**

This stage was to reduce the large amount of the data that were collected into more manageable categories. The categories or codes to identify patterns were developed were specifically. The process of coding facilitated the researcher to analyze the data easier.

### **3. Comparing the Data**

After the data had been categorized, they were compared by identifying the relationship and connection among the different sources of data. The main aim at this stage was to describe and to display the data rather than to interpret or explain them.

#### **4. Building Interpretations**

This was the step of making some sense of the meaning of the data by articulating underlying concepts and developing theories about why particular patterns behaviors, interactions or attitudes emerged.

#### **5. Reporting the Outcome**

The final stage of the data analyze was reporting the major processes of the research, findings, and outcomes. It was also supported with examples from the data.

Besides, the quantitative data which were in the form of students' listening scores were also analyzed to support the qualitative data. They were analyzed by calculating the mean scores of the pre-test and the post-test. The mean score of both were compared. The increase of the mean score indicated that the students' listening skills improved.

#### **F. Validity of the Data**

As the study is action research, there are five criteria of validity that must be achieved by the researcher. The validity of the data embodied the democratic, outcome, process, catalytic, and dialogic validity. (Anderson et al. (1994) in Burns, 1999: 161-162)

##### **1. Democratic validity**

It is related to the extent in which the research was truly conducted collaboratively and includes multiple voices. The researcher would fulfill the democratic validity by asking the English teacher to be her collaborator in

conducting the research. The process was through some discussions involving the researcher and the English teacher during the research.

## **2. Outcome validity**

Outcome validity is related to the notions of actions leading to outcomes that are successful within the context. To achieve the validity, the researcher did maximally in doing the action. It was not only finding solutions of the problem but also reframes the problem in a certain way into questions. There was a reflection in every meeting.

## **3. Process validity**

This validity is closely related to the reliability and competency of the research itself. To get the process validity, the class was observed during the using of the media (by using observation checklists and field notes), interviewed the students, and had discussions with the English teacher and collaborator.

## **4. Catalytic validity**

Catalytic validity is related to the extent in which the research allowed the participants to be more understood the social context conducted than before. It could show how the participants make changes within the research. To get the validity, the planning, action, observation, and reflection are done in cycles using podcasts.

## **5. Dialogic validity**

In achieving the dialogic validity, the dialogues were conducted with the English teacher, the students, and the collaborator. They were asked to give

comments about the using of the media in every meeting so that there was an evaluation. It was done to know the strengths and weaknesses of the action.

To obtain the trustworthiness, the triangulation technique was used. There were three forms of triangulations that were used by the researcher (Burns, 1999: 164).

### **1. Time triangulation**

Time triangulation meant that the data that were collected over period of time. It was done to get a sense of what factors were involved in change processes.

### **2. Investigator triangulation**

In this form, more than one observer was used in the same research setting. It was done by the researcher to avoid the bias observations. There were at least two observers in the study, i.e. the researcher himself and the English teacher as the collaborator.

### **3. Theoretical triangulation**

Theoretical triangulation meant that the data were analyzed from more than one perspective from some theoretical reviews. In the research, the theories from some experts of some books were reviewed.

## **G. Research Procedure**

According to Kemmis and McTaggart (1988), action research is represented through spiral cycles, which are repeated.

Kemmis and McTaggart's concept of action research is set out as figure 1.

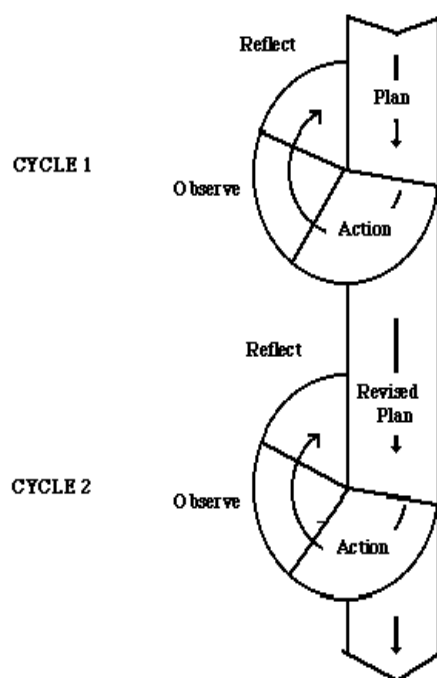


Figure 03: **Action Research Model by Kemmis and McTaggart (1998)**

Every cycle is constituted of four stages as following: Planning- planning a change; Acting and observing the process and consequences of the change, reflecting on those processes and consequences and then re-planning the change. Further explanation about each step will be discussed in the following:

### **1. Reconnaissance**

In this step, the researcher carried out the research collaboratively with the English teacher in the school. Moreover, in this step, the researcher found out information concerning the students' listening ability. The researcher did an observation and interviews with the English teacher and the students to identify the existing problem on the students' listening skills. After that, the thematic concern was determined.



## **2. Planning**

After doing the observation in the reconnaissance step, the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of the tenth grade Hotel Accommodation 1 Department of SMK Negeri 4 Yogyakarta.

## **3. Implementing actions and Observations**

In this process, the researcher carried out the actions which had been planned in the class. The actions were implemented in some cycles based on the need of the research. In the observation process, the researcher took notes on how the students reacted to the actions and some obstacles of implementing the action.

## **4. Reflection**

In this last process, the researcher made some reviews on what happened in the implementation process. Moreover, this reflection was done to find out whether the action was successful or not. If the action was successful, the researcher continued to implement it. However, if the action was not successful, the research tried to modify the action or find the suitable action so that the condition would be better.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSIONS**

This chapter presents the research findings and discussions. The findings of the research are presented in two sections. The first section discusses the reconnaissance step. The second presents the implementation of the action and discussion. Then, it is followed by the discussion of the general findings of the research.

#### **A. Reconnaissance**

It has been mentioned in the previous chapter that this study was action research. It aimed at improving the students' listening skills on the tenth grade students of Hotel Accommodation Department of SMK Negeri 4 Yogyakarta in the academic year of 2012/ 2013. The researcher used podcasts to improve the listening skills.

At the beginning of the study, the researcher had a discussion with the English teacher about the English teaching and learning processes in Hotel Accommodation 1 grade X class, conducted an observation on the English teaching learning processes and conducted some interviews with the students of Hotel Accommodation 1 grade X class.

#### **1. Identification of the Problem**

To identify some problems found in the English teaching and learning process in SMK Negeri 4 Yogyakarta, the researcher conducted an observation and interviews. The observation was conducted once, that was on March 28, 2013.

The situation of the English teaching and learning process in X Hotel

Accommodation 1 class was shown in this following vignette.

Date : Thursday, 28<sup>th</sup> March 2013  
Place : Hotel Accommodation 1 class, SMK Negeri 4 Yogyakarta

R : Researcher  
ET : English Teacher  
S : Student  
Ss : Students  
Descriptions :

ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat down in the back corner of the classroom, observed the classroom and took notes.

ET started the lesson by greeting Ss, "Good morning. How's life?" The Ss answered, "Good morning, Mam. I'm fine. Thank you." Then, she checked the students' attendance by calling the students' names one by one.

ET told Ss that they would have a listening class on that day. Hearing that news, **Ss looked uninterested**. Even, one of the Ss said "*Ngantuk e buk, abis pelajaran agama susah.*" (**We are sleepy** because we had a difficult subject previously.) One of the students added, "*Kemarin kan udah listening buk, masa sekarang listening lagi?*" (We've already had listening yesterday, why we have it again today?)

Then, ET gave every student a piece of paper. The **Ss kept silent** and gave no comments. There were ten pictures in the paper. The students had to listen to the recording and chose the right answers from the option provided. **ET used the audio which was not completed by visual aids**. The ET played the recording twice. After Ss finished answering the questions, ET asked them to exchange the answer sheets.

The ET and the Ss checked the answers one by one. **The ET appointed one of the students** to show what the verbs were in the recording played. When the ET appointed one of the Ss in the back who was sleepy, he was shocked and asked his friends what he should do. **The class was noisy then**. After they finished checking the answers, the ET asked the Ss to write the score on the paper, how many numbers that were right. Next, the ET called the students' names, and the Ss who had the paper of the person should say the score. While the ET was calling the Ss' names, **other students were chatting with friends**.

After all the Ss had their scores, the ET continued the lesson by asking the Ss about the previous lesson that they've learnt. The Ss answered that they've learnt about conditional sentences, preference, present continue, and etc.

ET ended the lesson by asking the Ss, "Any question so far?" **Ss kept silent**. Then, the ET said again, "No question?" The Ss answered, "Nooooo." Then, the ET replied, "Ok, that's all for today. Thank you and see you." The ET left the classroom.

The researcher also conducted some interviews with the English teacher and the students about the teaching and learning processes in the classroom. The interviews were done to formulate the field problems. First of all, interviews with the English teacher were done to find out the existing problems related to the technique and materials used in the teaching of listening. Some parts of the interviews with the teacher were shown in the following.

- 
- Researcher : *"Ibu, biasanya kalau ngajar listening materinya bagaimana, Bu?"*  
(What materials do you usually use in teaching listening?)
- Teacher : *"Kalau saya biasanya mengambil dari at&t Mbak."*  
(I usually take the materials from at&t.)
- Researcher : *"Itu apa Buk?"*  
(What is it?)
- Teacher : *"Ini lho Mbak, buka webnya ini, terus kita tinggal ngetik apa yang mau diucapkan, terus milih speakernya yang mana, terus sudah. Saya kalau listening ya cuma gitu aja, mudah, jadi anak- anak tidak pada bingung."*  
(It is a website that provides the sound of some native speakers. So, you just type the sentences what you want to be spoken by the native speakers provided. I prefer to use that kind of materials because it is easy and it doesn't make the students get confused.)
- (Interview 4 Appendix C)
- 

- Researcher : *"Kalau listening pernah pakai video tidak Buk? Apa mengambil dari at&t terus?"*  
(Do you ever use the videos for teaching listening? Or you just take it from at&t?)
- Teacher : *"Belum pernah Mbak pakai video. Seringnya dari at&t itu tadi. Biasanya kalau di ujian nasional kan soalnya yang kayak gitu, jadi biar anak- anak terbiasa dengan soal yang kayak di ujian nasional Mbak. Kadang kalau pakai video gitu takutnya nanti mereka pada tidak mudeng Mbak, soalnya terlalu cepat atau kurang jelas gitu."*  
(I never use that kind of videos. I take the materials from at&t only. It is because it is similar with the final examination. If I use the videos, I am afraid that it makes

- them get confused, because sometimes the videos are too fast and not clear what are said by the speakers.)
- Researcher : *“Kalau Ibu sering merasa kesulitan tidak kalau mencari materi buat listening?”*  
(Do you find it difficult to find the listening materials?)
- Teacher : *“Iya, kadang-kadang Mbak. Makanya kalau listening saya cuma ngambil dari at&t itu tadi.”*  
(Yes, sometimes. So, for listening I take the materials from at&t.)
- (Interview 9 Appendix C)
- 

Next, the researcher also conducted some interviews with the students. The interviews with the students were done to find some existing problems that the students faced. The problems were related to the students’ feeling about the teaching and learning processes, the students’ opinion about the technique and the materials that the teacher used in the classroom. Some parts of the interviews were shown in the following.

- 
- Researcher : *“Menurut kamu bagaimana pelajaran bahasa Inggris di kelas, khususnya listening?”*  
(What do you think about the teaching and learning process in the class, especially listening class?)
- Student : *“Ya kaya tadi itu Mbak, cuma dikasih gambar terus dengerin rekaman terus jawab.”*  
(As you see before, we had some pictures and we had to answer the questions based on the recording.)
- Researcher : *“Susah tidak Dek menurutmu kalau kayak gitu? Terus suka tidak?”*  
(Did you think it was difficult? Did you enjoy the class?)
- Student : *“Engga mbak, mudah kok. Tapi ya bosan kalau gitu- gitu terus.”*  
(It was easy, but we got bored because we always did it in the listening class.)
- Researcher : *“Terus pengennya kalau listening yang bagaimana dek?”*  
(So, what do you expect in the listening class?)

Student : *“Ya mungkin pakai video mbak, belum pernah e soal e. Tapi videonya yang tidak susah- susah biar kita ngerti maksudnya apa.”*

(Maybe using the video is interesting, but the video should not be very difficult so we can understand.)

(Interview 8 Appendix C)

Based on the observation and interviews, the researcher found that the students did not enjoy the listening teaching and learning processes in the class. It can be seen from the students' behaviors towards the lesson. The students looked uninterested, bored and sleepy, even few students only kept silent during the teaching and learning processes. Some of students in the back were chatting with their friends. There were about three students who asked for permission to go to the restroom during the lesson. Moreover, in the beginning of the lesson, some students said that they did not want to have a listening class on that day.

The teaching and learning processes of listening was in a monotonous way. The students listened to the audio recording, and then the students were asked to answer the questions in the answer sheets based on the recordings. The recordings were about the activities of what people do in the pictures given in the answer sheets. There were only ten questions with ten pictures in the answer sheets and five options in every item of the questions. After the students finished their tasks, they corrected the answers together one by one and exchanged their answer sheets.

The vocabularies used in the recording were limited. In the beginning, the students were not given the list of the vocabularies they would hear in the recordings. They also did not know what they were going to listen because the

teacher did not tell them first. The teacher only asked the students to classify some words used in the recordings into verbs, adjectives, nouns or adverbs when they corrected the answers of their tasks.

The materials were only taken from one source. The media used were a laptop and a small sound system. In addition, the recordings were only in the form of audio and were not completed by the visual aids so that the students were not interested. They got bored because it was too easy for them. It can be seen from the scores they got; most students got 90.

Based on the observation and interviews, the researcher and the English teacher as the collaborator found some field problems related to the English teaching and learning processes in Hotel Accommodation 1 class of SMK Negeri 4 Yogyakarta. Those problems will be explained in the following section.

## **2. The Sharpening of the Problems**

There are 21 problems found in the teaching and learning process in class X Hotel Accommodation 1, SMK Negeri 4 Yogyakarta. The problems were found based on the observation and the interviews done by the researcher. The problems will be shown in the following table.

**Table 6. Field Problems in the English Teaching and Learning Process in Class X Hotel Accommodation 1, SMK Negeri 4 Yogyakarta**

<b>No</b>	<b>Problems</b>	<b>Codes</b>	<b>Sources</b>
1.	The students were bored during the teaching and learning process.	S	O
2.	The students frequently lost their attention.	S	O
3.	Some students talked to other friends while the teaching learning process was still going on.	S	O
4.	Some students had difficulties in responding to the teacher's questions.	S	O
5.	Some students often made up something for fun	S	O

(Continued)

No	Problems	Codes	Sources
6.	The students showed low participation.	S	O
7.	Some students were sleepy during the teaching and learning process.	S	O
8.	The students were easily disturbed by outside noise.	S	O
9.	Some students made jokes during the teaching and learning process.	S	O
10.	The students had limited vocabulary mastery and lack of background knowledge.	S	O
11.	The students did not consult the dictionary.	S	O
12.	The teacher tended to focus more on for the final exam.	T	O, I
13.	The teacher applied a monotonous technique in teaching listening.	T	O, I
14.	The teacher did not give enough feedbacks to the students	T	O
15.	The teacher tended to do testing rather than teaching.	T	O
16.	The materials which are suitable for the students' proficiency were limited.	Ma	O
17.	The materials given by teacher were not interesting so that the students got bored.	Ma	O
18.	The media used by the teacher could not give enjoyment to the students.	Md	O
19.	Students had low motivation in learning listening.	S	O, I
20.	Students did not apply appropriate learning strategies in listening.	S	O
21.	There are lacks of interesting materials.	Ma	O, I

**Descriptions:**

S : Students

O : Observation

T : Teacher

I : Interview

Ma : Materials

Md : Media

The field problems were categorized into four types. Those are student (Code S), teacher (Code T), materials (Code Ma) and media (Code Md). Firstly, students (code S), it dealt with the students' feeling, opinions and activities they did in the teaching and learning processes. The second is teacher (code T); it dealt with how the teacher conducted the teaching and learning processes. The third is about the



material (code Ma). It dealt with the materials and activities used in the classroom. The last is media (code Md). It is related to the media used by the teacher in the teaching and learning processes.

The researcher also divided the sources where the problems were identified. The problems were found based on the observation (Code O) and the interviews (Code I). The observation was done in the listening class and the interviews were done by interviewing the English teacher and the students of Grade X Hotel Accommodation Department.

After identifying the field problems, the researcher and the English teacher as the collaborator shortlisted the problems based on the urgency level. The problems were weighed by having a discussion with the teacher as the collaborator. There are some problems which are urgent to be solved soon.

**Table 7. The Most Urgent Problems in the English Teaching and Learning Process in Class X Hotel Accommodation 1, SMK Negeri 4 Yogyakarta**

No	Problems	Codes	Sources
1.	The students were bored during the teaching and learning process.	S	O
2.	The students frequently lost their attention.	S	O
3.	Some students talked to other friends while the teaching learning process was still going on.	S	O
4.	Some students often made up something for fun in answering the teacher's questions.	S	O
5.	The students showed low participation.	S	O
6.	Some students were sleepy during the teaching and learning process.	S	O
7.	The teacher applied a monotonous technique.	T	O, I
8.	The teacher tended to do testing rather than teaching.	T	O
9.	The materials which are suitable for the students' proficiency were limited.	Ma	O
10.	The students had limited vocabulary mastery and lack of background knowledge.	S	O

(Continued)

(Continued)

No	Problems	Codes	Sources
11.	The media used by the teacher could not give enjoyment to the students.	Md	O
12.	Students had low motivation in learning listening.	S	O, I
13.	There are lacks of interesting materials.	Ma	O, I

**Descriptions:**

S : Students

O : Observation

T : Teacher

I : Interview

Ma : Materials

Md : Media

By considering the time, fun and energy, the problems were selected again based on the feasibility of the problems to be solved. The feasible problems in the English teaching and learning processes were shown the next table.

**Table 8. The Feasible Problems in the English Teaching and Learning Process in Class X Hotel Accommodation 1, SMK Negeri 4 Yogyakarta**

No	Problems	Code	Source
1.	The students were bored and sleepy during the teaching and learning process.	S	O
2.	The students had limited vocabulary mastery and lack of background knowledge.	S	O
3.	The teacher applied a monotonous technique in teaching listening.	T	O, I
4.	The materials which are suitable for the students' proficiency were limited.	Ma	O
5.	Students had low motivation in learning listening.	S	O, I
6.	There are lacks of interesting materials.	Ma	O, I

**Descriptions:**

S : Students

O : Observation

T : Teacher

I : Interview

Ma : Materials

Md : Media

When the field problems had been identified and selected, a pre-requisite analysis was conducted to find the possible causes of the problems in the field.

The pre-requisite analysis was conducted through the discussion with the English

teacher as the collaborator. The analysis was done to identify the problems and to find the appropriate actions that were suitable for the field problems. The possible causes of the problems in the field will be explained in the following table.

**Table 9. The Possible Causes of the Field Problems in English Teaching and Learning Process in Class X Hotel Accommodation 1, SMK Negeri 4 Yogyakarta**

No	Problems	Possible Causes
1.	The students were bored and sleepy during the teaching and learning process.	<ul style="list-style-type: none"> <li>- The materials were not interesting</li> <li>- The teacher used a monotonous technique.</li> <li>- The students were not interested to the lesson.</li> <li>- The students were passive during the lesson.</li> </ul>
2.	The students had limited vocabulary mastery and lack of background knowledge.	<ul style="list-style-type: none"> <li>- The teacher did not give the pre-listening activity to build the students' background knowledge.</li> <li>- The teacher never used the pre-communicative activity enhancing students' vocabulary mastery.</li> </ul>
3.	The teacher applied a monotonous technique in teaching listening.	<ul style="list-style-type: none"> <li>- The teacher did not know how to apply other technique.</li> <li>- The teacher rarely evaluated hew own teaching.</li> <li>- The teacher felt that the students' needs have been covered.</li> </ul>
4.	The materials which are suitable for the students' proficiency were limited.	<ul style="list-style-type: none"> <li>- Most of the materials were taken from the modules.</li> <li>- The teacher rarely looked for the materials from any sources.</li> <li>- The teacher found it difficult to find the materials for the listening.</li> </ul>

(Continued)

(Continued)

No	Problems	Possible Causes
5.	Students had low motivation in learning listening.	<ul style="list-style-type: none"> <li>- The materials and activities used by the teacher were monotonous.</li> <li>- The teacher did not motivate students to learn well.</li> <li>- The students did not have any idea about what they should do in learning processes.</li> </ul>
6.	There are lacks of interesting materials.	<ul style="list-style-type: none"> <li>- The teacher found it difficult to find interesting materials.</li> <li>- The materials were taken only from one source.</li> </ul>

After determining the possible causes of the problems in the field, the researcher and the English teacher as the collaborator began to design some actions which could be used to solve the problems. First of all, the researcher and the English teacher decided to use podcasts to improve the listening skills.

Podcasts are audios (sometimes videos) on the web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. Podcasts can solve the field problems because of some reasons. First, podcasts are easy to find and they are free. Next, podcasts are produced by native speakers of English, so they can help the students to understand the use of language in the real context. In addition, the podcasts are available in videos called vodcasts, so that the students can see the physical expression used by the speakers and they do not feel bored. Finally, it is assumed that podcasts are especially interesting for English learners as they provides a means for students to get access to listening sources about almost any subject that may interest them.

Next, in conducting the actions, the researcher applied the three phases of listening processes; they are pre-listening, while-listening and post-listening. In the pre-listening stage, the researcher would prepare the students by helping them activate their background knowledge and clarify their expectation and assumption about the text. The researcher would show some pictures and videos related to the topics and then asked them some questions related to them. Moreover, the researcher would give some vocabularies that would be used in the podcasts played to make the students understand what they were going to listen next.

The second is while-listening. In this stage, the researcher played some podcasts to the students. The podcasts played were related to the topics given. There would not be only a podcast in every meeting, but there were two or three podcasts. So, the students would not be bored to the lesson.

The last is post-listening. A post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills. In this stage, the researcher gave some follow-up activities, such as crossword puzzle, matching the pictures, summarizing, and drawing the routes.

## **B. The Report of Cycle I**

### **1. Planning I**

The first step after formulating field problems and designing the action is planning. The researcher and the English teacher as the collaborator made some plans for Cycle I.

The actions implemented were expected to create the following conditions.

- a. The students would not be bored and sleepy in the teaching and learning processes.
- b. The students' vocabulary mastery and background knowledge were increased.
- c. The technique in teaching listening was not monotonous.
- d. The materials used were suitable for the students' proficiency.
- e. The students were motivated in learning listening.
- f. The materials used were interesting.

To achieve the conditions mentioned above, the researcher and the English teacher planned some actions in Cycle I. They are as follows.

- a. Selecting the materials based on the basic competency and the standard of competency for the second semester of Grade X.

The researcher used podcasts by considering the standard of competency and the basic competency of the tenth grade in the second semester. From the discussion, the researcher and the teacher decided to choose "*Understanding simple memos and menu, timetable and schedule of public transportation, and traffic signs*". The podcasts selected were about menus, timetables and schedules

of public transportation. The researcher also made the course grid to design the materials and activities easier.

b. Selecting the teaching technique

The researcher and the English teacher decided to use the three-phase technique. The technique consisted of three phases. They are exploration, elaboration and confirmation. In the exploration, the researcher applied the pre-listening activities. The while-listening activities were done in the elaboration phase. The last, in the confirmation, the researcher would apply the post-listening activities.

c. Deciding the teaching and learning activities

Since it aimed to improve the listening skills, the three stages of listening activities were used. They were pre-listening activities, while-listening activities and post-listening activities.

1) Pre-listening

In the pre-listening stage, the researcher used some media to build the students' background knowledge about they were going to do. In this cycle, the media were the sample of menus, timetables and schedules of public transportation, and also some pictures related to the topics. The researcher also played movie clips related to the topic. In addition, the researcher also gave the students some vocabularies related to what the students were going to hear in the podcasts. The researcher also discussed some questions that the students had to answer after they were given the podcasts. So, the students would focus on the podcasts and did not focus on the questions.

## 2) While-listening

In this step, the researcher used some podcasts. The researcher did not only use a podcast in every meeting in this cycle. There were more than two podcasts played to make the various materials. The podcasts were not only in the form of audios, but also available in the form of vodcasts (video podcasts) to make the students interested in the materials and they would not get bored. The podcasts were played twice and sometimes three times. After the students were given the podcasts, they had to answer some questions related to the podcasts and then discussed the answers together. After listening to the podcasts, the students were asked questions related to the podcasts both orally or in the written form.

## 3) Post-listening

After the while-listening, there were the follow-up activities. The follow-up activities were done to enrich the students about the topics that they had learnt. The follow up activities in this cycle were summarizing the movie clip, crossword puzzle, and completing the timetables.

The last, the researcher decided to use the classroom English during the teaching and learning processes. The purpose was to introduce the simple expressions used in the classroom and to make the students would be accustomed with the expressions. By using the classroom English, the students would be familiar with the expressions and would be able to use them later. Classroom English was used in opening the lesson such as in greeting, asking the students' conditions, and checking the students' attendance. It was used in the main activity, such as in delivering the materials and giving the instruction. It was also



used in closing activity, such as in giving the summary, reflection, and leave-taking.

Those activities in the teaching and learning process aimed at solving the most important and feasible problems found in the classroom. Those problems are as follows.

**Table 10. The Field Problems and the Solution to the Problems**

<b>No</b>	<b>Field Problem</b>	<b>Solution</b>
1.	The students were bored and sleepy during the teaching and learning process.	Using the video podcasts. Applying the three-phase of listening processes
2.	The students had limited vocabulary mastery and lack of background knowledge.	Doing the pre-listening activities. Using classroom English
3.	The teacher applied a monotonous technique in teaching listening.	Doing the follow-up activities.
4.	The materials which are suitable for the students' proficiency were limited.	Using the podcasts not only one, but more than one podcast.
5.	Students had low motivation in learning listening.	Using the video podcasts and the three-stage of listening skill. Using classroom English.
6.	There are lacks of interesting materials.	Using podcasts.

**d. Making teaching media**

Based on the materials planned, the researcher made some teaching media that would support the teaching and learning process. The teaching media in this cycle consisted of samples of menus, sample of timetables and the schedules of public transportation. There were also some pictures related to the topics; some pictures of food and drink in the topic "Menu", some pictures of samples of public transportation in the next topic. The researcher also prepared the sound systems,

LCD, and the laptop. Handouts also were made to support the teaching and learning process. The handouts were given to the students in each meeting.

e. Making lesson plans

The researcher made lesson plans as the guidance in conducting the teaching and learning process. There were two lesson plans in Cycle I; one lesson plan for the first topic “Menu” for one meeting, and one lesson plan for the second topic “Public Transportation” for two meetings.

f. Developing research instruments

Before conducting the research, the researcher developed some research instruments. They were observation sheets and interview guidelines. The observation sheets for the teacher and the students were used in the reconnaissance and action and observation steps. The interview guidelines for the teacher and the students were used in the reconnaissance and reflections steps. For the guidelines in designing the pre and post test, the researcher made the blue print for the tests. After making the blue print, the researcher designed the pre and post test items. Then, the researcher also made the scoring guidelines for the tests.

## **2. Action and Observation I**

The actions in cycle I were carried out on May, 2013. In this cycle, there were three meetings. The first meeting was on May 1<sup>st</sup>, 2013; the second meeting was on May 2<sup>nd</sup>, 2013; and the third meeting was on May 8<sup>th</sup>, 2013. Every meeting had 90 minutes. The schedule of cycle I is presented in following table.

Table 11. **The Schedule of the Cycle I**

<b>Dates</b>	<b>Topics</b>	<b>Allocated Time</b>
Wednesday May 1, 2013	Menus	2 x 45 minutes
Thursday May 2, 2013	Timetable and schedule of public transportation (train)	2 x 45 minutes
Wednesday May 8, 2013	Timetable and schedule of public transportation (plane)	2 x 45 minutes

The data in the first cycle were collected in the form of field notes, interview transcripts. Further descriptions of each meeting are presented below.

a. The first meeting of Cycle I

The first meeting of this cycle was conducted on May 1, 2013. The topic in the first meeting was *Understanding the Menus in the Restaurants*. The researcher used the three-phase technique.

In the exploration stage, the pre-listening activities were done. The researcher showed some of examples of menus in the restaurants, and also some pictures about the menus in the western restaurants and asked the students some questions related to the pictures given to build the students' background knowledge. After that, a movie clip "Mr. Bean at the Restaurant" was also played in the pre-listening. Then, some vocabularies related to the topics were given in sentences, not only the meaning of the words.

Next, while-listening activities were done in the elaboration stage. The students were listening to three podcasts. The first podcast was about how to order menu in restaurants. The second was about two people who were in the restaurant

and wanted to order some meals to the waiter. The last podcast was about the sesame street who talked about what they usually had for their breakfast. After listening to the podcasts, the students were asked questions related to the podcasts both orally or in the written form.

In post-listening or in the confirmation stage, the students did the follow-up activity that was summarizing a movie clip. The students watched a movie clip “Mr. Bean Birthday”, and then they had to fill in the blank the summary provided in the worksheets.

At the second podcast, the students were confused about what the speakers said because sound systems had low voices. The students in back were not able to listen to the podcasts clearly. So, that the researcher asked them moved to in front of the class.

b. The second meeting of Cycle I

The second meeting of this cycle was conducted on May 2, 2013. The topic in second meeting was *Understanding the Timetable and Schedules of Public Transportation*. The researcher used the three-phase technique; they were exploration, elaboration and confirmation.

In the exploration, the researcher did the pre-listening activities by showing some pictures about the public transportation, some of examples of timetables and schedules of public transportation to build the students’ background knowledge. The researcher took the examples of timetable and schedules of trains in the second meeting of Cycle I. Then, some vocabularies related to the topics were given in sentences, not only the meaning of the words.

In the elaboration stage, the students were listening to three podcasts. The first podcast was about people statements of their means of travelling. The second was about the people in the airport. The last podcast was about the passenger who was talking with the ticket seller in the railway station. After listening to the podcasts, the students were asked questions related to the podcasts both orally or in the written form.

In the confirmation stage, the students did the follow-up activities. The follow-up activities in the second meeting were crossword puzzle. The students had to find some words provided in the puzzle.

c. The third meeting of Cycle I

The third meeting of this cycle was conducted on May 8, 2013. The topic in the last meeting was *Understanding the Timetable and Schedules of Public Transportation*. The researcher used the three-phase technique; they were *exploration, elaboration and confirmation*.

In the pre-listening (*exploration*), the researcher showed a picture about the activity in an airport completed by the vocabulary, and also some examples of the timetable of planes to build the students' background knowledge. Then, some vocabularies related to the topics were given in sentences, not only the meaning of the words.

In the while-listening stage (*elaboration*), the students listened to two podcasts. The first podcast was about the announcements in the airports. The second was about the people who wanted to travel by planes. After listening to the

podcasts, the students were asked questions related to the podcasts both orally or in the written form.

In the post-listening (*confirmation*), the students were asked to fill in the blank (the schedule of the planes). First, they would hear a recording, and then they had to fill in the blank the schedule based on the recording. After that, the students and the researcher corrected the answers together.

### **3. Reflection I**

Having conducted the activities, the researcher evaluated the actions. The researcher and the English teacher as the collaborator conducted a discussion to analyze the data from the observation and the interviews with the English teacher and the students.

The reflections were based on the observations during the teaching and learning process, the students' opinions, comments, and suggestions from each research member. The following descriptions were the result of the reflection.

#### **a. The podcasts were effective to solve the field problems**

The researcher found that the podcasts were interesting for the students. The use of podcasts also made the atmosphere in the classroom more relaxed and fun so that the students were interested in learning listening. They were also motivated in learning listening.

In the first meeting of Cycle I, the sound system did not work well. The students in the back were not able to listen to the podcasts clearly. The students asked the researcher to maximize the volume because they wanted to listen to the podcasts clearly. However, it was the maximal volume. Then, the researcher asked

the students to move forward because there were still some empty chairs. Finally, the students were in the back and not able to listen to the podcasts clearly move forwards.

In the next meeting, the students were more interested in having a listening class. They were enthusiastic in having a listening class. When the researcher came in to the class, some students helped the researcher to prepare the LCD and the sound system although the researcher did not ask them to do that. While the volunteers prepared the devices, others students sat down in their own chairs. It can be seen from the following field notes.

---

*... Tiga orang Ss tanpa diminta membantu P menyiapkan speaker dan LCD. Siswa yang lain duduk di bangku masing-masing menunggu speaker dan LCD siap untuk digunakan. ...*

(... The students were enthusiastic in having the listening class. Three students helped the researcher to prepare the speaker and the LCD. Other students sat down on their chairs waiting for the sound system and the LCD were ready to use. ...)

FN.10 Appendix A. Thursday: May 2, 2013

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Besides that, the researcher also conducted some interviews with the teacher as the collaborator and the students. The interview with the teacher was done to know the teacher's opinions about the use of podcasts in the teaching and learning processes. Further descriptions of interview with the English teacher were shown in the following.

---

Researcher : *"Bagaimana pendapat Ibu mengenai tiga pertemuan kemarin Buk?"*

(What do you think about the three previous meetings?)

Teacher : *"Menurut saya bagus Mbak. Mbaknya sudah bekerja dengan baik. Bisa membuat siswa termotivasi untuk listening. Mereka memperhatikan dan aktif di kelas."*

- (I think those were so good. You had done a great job. You made the students motivated in the learning processes. They paid attention to you and showed good involvement during the lesson.)
- Researcher : *“Menurut Ibu, podcasts sebagai materi yang autentik ini menarik tidak buat para siswa?”*  
(Did you think that the podcasts as interesting materials were interesting for students?)
- Teacher : *“Tentu Mbak. Para siswa jadi tertarik karena belum tau podcasts sebelumnya.”*  
(Yes, of course. The students were interested in the lesson because they never had the podcasts before. )
- Researcher : *“Menurut Ibu apakah penggunaan podcasts itu efektif?”*  
(Did you think the podcasts were effective for them?)
- Teacher : *“Ya, podcasts efektif buat ngajar listening. Tapi karena podcasts itu masih sesuatu yang baru ya mbak buat anak-anak, jadi mungkin mbaknya bisa pake podcasts yang levelnya gak terlalu susah buat mereka.”*  
(Yes, the podcasts were effective for teaching listening. However, the podcasts were new things for the students; some of the podcasts were too difficult for the students. You had better to choose the easier level of podcasts.)
- Researcher : *“Maksudnya terlalu susah Buk?”*  
(What did you mean by the podcasts were too difficult?)
- Teacher : *“Ya, yang ngomongnya ga terlalu cepet gitu, yang bikin mereka ga mudeng maksud isinya apa gitu Mbak.”*  
(The speakers in the podcasts were talking too fast, which make the some students did not get the point of what they were talking about.)

( Interview 14 Appendix C)

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From the interview with the teacher as the collaborator who observed the teaching and learning processes done by the researcher, it can be seen that the podcasts were effective. The podcasts could make the students motivated in learning listening. While the podcasts were played, the students paid attention to the podcasts. They listened to the podcasts, and did not chat with other students. The podcasts were also interesting for the students since they were something new for the students. However, since podcasts were still something new for the



students, some students did not understand about what the speakers said in the podcasts because they spoke too fast. It made the students did not get the point of what the speakers were talking about.

Next, the interviews with the students were conducted to know the students' feeling and opinion about the use of podcasts in the first cycle. The descriptions of the interviews were shown in the following.

---

Researcher	: “ <i>Apakah kamu senang sama pelajarannya?</i> ” (Did you enjoy the lesson?)
Student	: “ <i>Iya Mbak pasti. Seneng, materinya menarik. Belum pernah mbak sebelumnya pakai kayak gitu. Biasanya kan cuma jawab pertanyaan sesuai dengan rekaman gitu. Terus juga jadi ga ngantuk di kelas.</i> ” (Yes, of course. I enjoyed the lesson because the materials were interesting. We never had it before. Usually, we only had to answer the questions based on the recording. We did not feel sleepy in the lesson because the lesson was not monotonous.)
Researcher	: “ <i>Menurut kamu podcasts efektif apa tidak kalau buat listening?</i> ” (Did you think the podcasts were effective for you in learning listening?)
Student	: “ <i>Iya Mbak. Suka. Jadi semangat gitu. Apalagi ada videonya.</i> ” (Yes. We liked to listen to the podcasts. The podcasts made us motivated in listening. There is video available.)

---

(Interview 15 Appendix C)

The interviews showed that the students enjoyed in the teaching and learning processes. The students did not get bored and were not sleepy. The students also could see the facial expression from the vodcasts. They were enthusiastic and motivated in the teaching and learning processes. As interesting materials, podcasts also gave the students the materials which were suitable for the students' level of proficiency.

- b. The three phases of listening processes were effective to be applied in the teaching and learning processes

The three phases of listening processes were effective to make the students motivated in learning listening. The pre-listening activities could improve the students' vocabulary mastery and background knowledge. In addition, the post-listening activities could create the various teaching techniques because after while-listening the teacher did not do the post-listening activities. The students were very enthusiastic in doing the pre-listening activity and post-listening activity. They do the activity seriously and wanted to be the first student who finished the task. It can be seen from the following field note and interviews.

---

...

*Sebagai kegiatan awal, P membagikan handout dan kemudian menyuruh Ss untuk mengerjakan task awal pada handout tersebut yaitu find the words. Jadi, Ss harus menemukan beberapa kata yang tersedia dalam word puzzle. Para Ss terlihat bersemangat dan ingin menjadi yang pertama menyelesaikan tugas tersebut. Setelah selesai, P dan Ss membahas bersama-sama jawabannya.*

...

(For the pre-listening activity, the researcher distributed the handouts and then asked the students to do the task that is find the words. The students should find some words provided in the word puzzle. The students look very enthusiastic and want to be the first student who finishes it. After that, the researcher and the students correct it together.)

FN.10 Appendix A. Thursday: May 2, 2013

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The interviews with the students were conducted to know the students' feeling and opinion about the activities done in the first cycle. The descriptions of the interviews were shown in the following.

- 
- Researcher : “*Kalau aktivitas-aktivitasnya gimana Dek?*”  
(What about the activities?)
- Student 1 : “*Yang sebelum listening gitu ya Mbak?*”  
(Did you mean the pre-listening activities?)
- Researcher : “*Iya semuanya, ada yang sebelum listening, pas listening terus sama sesudah listening itu.*”  
(Yes, there are pre-listening, while-listening, and post listening, right?)
- Student 1 : “*Kalau saya suka Mbak. Ada cuplikan film ‘Mr. bean’ juga sebelum listening itu. Haha lucu.*”  
(I like it. There is also a movie clip ‘Mr. Bean’, It was so funny.)
- Student 2 : “*Iya Mbak, terus dikasih kata-kata yang susah dulu sebelum dengerin jadi pas dengerin udah tau itu maksudnya apa gitu.*”  
(That is right. You also gave the vocabulary before we listened to the recording, so when we listened to the recording, we have already known the words.)  
(Interview 13 Appendix C)
- 

- Researcher : “*Kalau aktivitas-aktivitasnya gimana Dek?*”  
(What about the activities?)
- Student : “*Suka Mbak, tadi pake ada pengantarnya gitu dulu. Ga langsung ke materi. Terus dikasih kata-kata yang susah dulu jadi pas dengerin kita udah ngerti gitu. Sama ada crossword puzzle juga itu mbak, jadi ga monoton.*”  
(I like it. There was pre listening activities, not directly go the materials. You also gave the vocabulary first, and also the crosswords puzzle. So, it was not monotonous.)  
(Interview 12 Appendix C)
- 

From the field notes and the interviews above, it can be seen that the pre and post listening activities were effective to be applied in the teaching and learning of listening. The activities made the teaching and learning processes were not monotonous. The students were happy to watch a movie clip for the pre-listening activity and had the crossword puzzle for the post-listening activity. They liked the activity because they did not go directly to the materials. By having the pre-listening activity, they had the vocabulary that they would hear in the podcasts.

- c. The use of classroom English during the teaching and learning processes was effective

The researcher always used English during the teaching learning process and in every activity so the students were familiar with it. The students understood the materials and could follow the instructions given in English. They looked enjoy the classroom English and did not find any problems in understanding the explanations or the instructions. Although sometimes they still answered the researcher using their mother languages, at less they have understood what was going on. It can be seen from the following interview.

---

Researcher : *“Terus setuju ga kalau saya pakai bahasa Inggris gitu di kelas?”*  
 (Do you agree if I always use English in the class?)

Student 1 : *“Iya ga apa-apa Mbak, biar kita juga kebiasa gitu Mbak sama bahasa Inggris.”*  
 (It’s okay. It is good to make us familiar with English.)

Student 2 : *“Iya Mbak, tadi kita juga mudeng kok pas Mbaknya ngomong bahasa Inggris.”*  
 (Yes, I agree. We understood about what you said.)

(Interview 12 Appendix C)

---

After doing the reflection of the actions, the researcher and English teacher concluded some findings in Cycle I as follows.

- a. The successful actions
- 1) The podcasts were effective in solving the field problems.
  - 2) The three phases of listening processes were effective to be applied in the teaching and learning processes.
  - 3) The use of classroom English during the teaching and learning processes was effective.

b. The unsuccessful actions

- 1) The students in the back were not able to listen to the podcasts clearly because the sound systems did not work well.
- 2) The students thought that some podcasts were too difficult for them, they could not understand about the speakers' utterances in some podcasts.

Those were the successful actions in the Cycle I. There were some improvements on students' listening skills. However, there were still some problems faced by the students in Cycle I. The researcher and the English teacher had discussed the problems and tried to get the best solutions. The solution of the problems would be planned and implemented in the action of Cycle II. So, the researcher decided to continue to the next cycle to improve the students' listening skills.

## **C. The Report of Cycle II**

### **1. Planning II**

The first step after formulating field problems and designing the action is planning. The researcher and the English teacher as the collaborator made some plans for Cycle II.

The action implemented was hoped would be able to create these following conditions.

- a. The students would not be bored and sleepy in the teaching and learning processes.
- b. The students' vocabulary mastery and background knowledge were increased.
- c. The technique in teaching listening was not monotonous.

- d. The materials used were suitable for the students' proficiency.
- e. The students were motivated in learning listening.
- f. The materials used were interesting.

To achieve the conditions mentioned above, the researcher and the English teacher planned some actions in Cycle II. Those are as follows.

- a. Selecting the materials based on the basic competency and the standard of competency for the second semester of the tenth grade.

The researcher used podcasts by considering the standard of competency and the basic competency of the tenth grade in the second semester. From the discussion, the researcher and the teacher decided to continue "*Understanding simple memos and menu, timetable and schedule of public transportation, and traffic signs*" and "*Understanding the foreign words and terminology and the simple sentences based on the formula*". The topics were about traffic signs and asking and giving directions. The podcasts selected were about the traffic signs and how to ask and give the directions. The researcher also made a course grid to design the materials and activities easier.

- b. Selecting the teaching technique

The researcher and the English teacher decided to use the three-phase technique. The technique consisted of three phases. They are exploration, elaboration and confirmation. In the exploration, the researcher applied the pre-listening activities. The while-listening activities were done in the elaboration phase. The last, in the confirmation, the researcher would apply the post-listening activities.

c. Deciding the teaching and learning activities

Since it aimed to improve the listening skills, the three stages of listening activities were used. They were pre-listening activities, while-listening activities and post-listening activities.

1) Pre-listening

In the pre-listening stage, the researcher used some media to build the students' background knowledge about what they had to do. In this cycle, the media were the some pictures of traffic signs and maps. The researcher also used a video in the pre-listening activity. In addition, the researcher also gave the students some vocabularies related to what the students were going to hear in the podcasts. The researcher also discussed some questions that the students had to answer after they were given the podcasts. The students also asked to match the pictures and the English sentences.

2) While-listening

In this step, the researcher used some podcasts. The researcher did not only use a podcast in every meeting in this cycle. There were more than two podcasts played to make the materials various. The podcasts were not only in the form of audios, but also available in the form of vodcasts (video podcasts) to make the students interested in the materials and they would not get bored. The podcasts were played twice and sometimes three times. After the students were given the podcasts, they had to answer some questions related to the podcasts and then discussed the answers together. After listening to the podcasts, the students were asked questions related to the podcasts both orally or in the written form.

### 3) Post-listening

After the while-listening, there were the follow-up activities. The follow-up activities were done to enrich the students about the topics that they had learnt. The follow-up activities in this cycle were matching the pictures and showing the way in the maps.

The classroom English was still planned to be used in Cycle II during the teaching and learning processes. As in the Cycle I, classroom English was used in opening the lesson such as in greeting, asking the students' conditions, and checking the students' attendance. It was used in the main activity, such as in delivering the materials and giving the instruction. It was also used in closing activity, such as in giving the summary, reflection, and leave-taking.

Those activities in the teaching and learning process aimed at solving the unsuccessful actions in the first cycle. Those problems are as follows.

**Table 12. The Unsuccessful Actions in Cycle I and the Solution to the Problems**

<b>No</b>	<b>Unsuccessful Actions</b>	<b>Solutions</b>
1.	The students in the back were not able to listen to the podcasts clearly because the sound systems did not work well.	Change the sound system device. Ask the students in the back to move in front of the class.
2.	The students thought that some podcasts were too difficult for them, they could not understand about the speakers' utterances in the podcasts.	Give the easier level of podcasts. Re-play the difficult part.



d. Making teaching media

Based on the materials planned, the researcher made some teaching media that would support the teaching and learning process. The teaching media in this cycle consisted of the pictures of traffic signs and maps. The researcher also prepared the sound systems, LCD and the laptop. Handouts were still used to support the teaching and learning process. The handouts were given to the students in each meeting.

e. Making lesson plans

The researcher made lesson plans as the guidance in conducting the teaching and learning process. There were two lesson plans in Cycle II; one lesson plan for the first topic “Traffic Signs” for one meeting, and one lesson plan for the second topic “Asking and Giving the Directions” for two meetings.

f. Developing research instruments

Before conducting the research, the researcher developed some research instruments. They were observation sheets and interview guidelines. The observation sheets for the teacher and the students were used in the reconnaissance and action and observation steps. The interview guidelines for the teacher and the students were used in the reconnaissance and reflections steps.

## **2. Action and Observation II**

The actions in cycle II were carried out on May, 2013. In this cycle, there were three meetings. The first meeting was on May 15<sup>th</sup>, 2013; the second meeting was on May 16<sup>th</sup>, 2013; and the third meeting was on May 29<sup>th</sup>, 2013. Every meeting had 90 minutes. The schedule of cycle II is presented in the following.

Table 13. **The Schedule of the Cycle II**

<b>Dates</b>	<b>Topics</b>	<b>Allocated Time</b>
Wednesday May 15, 2013	Traffic Signs	2 x 45 minutes
Thursday May 16, 2013	Asking for directions	2 x 45 minutes
Wednesday: May 29, 2013	Giving the directions.	2 x 45 minutes

The data in the first cycle were collected in the form of field notes and interview transcripts. Further descriptions of each meeting are presented below.

a. The first meeting of cycle II

The first meeting of this cycle was conducted on May 15, 2013. The topic in the first meeting was *Traffic Signs*. The researcher used the three-phase technique.

In the exploration stage, the pre-listening activities were done. The researcher showed some pictures of traffic signs and a video “Help Shawn The Train teach the car about traffic signs”. After that, the researcher asked the students some questions related to the pictures and the video to build the students’ background knowledge. The students also asked to match the symbols and the meanings. Then, some vocabularies related to the topics were given in sentences, not only the meaning of the words.

Next, while-listening activities were done in the elaboration stage. The students were listening to two podcasts. The first podcast was about the smart road sign demonstration. The second was traffic signs symbols studying teach rules of the road. After listening to the podcasts, the students were asked questions related to the podcasts both orally or in the written form.

In post-listening or in the confirmation stage, the students did the follow-up activity. In this meeting, the follow-up activity was that writing down the sign that the researcher said next to the symbol provided. First, the students were given the worksheets consisted of some symbols. Then, the researcher read a story which the symbols in the worksheets would be included in the story. Finally, the students should write the signs that the researcher said next to the symbols provided.

b. The second meeting of Cycle II

The second meeting of this cycle was conducted on May 16, 2013. The topic in the second meeting was *Understanding how to ask the directions*. The researcher used the three-phase technique; they were exploration, elaboration and confirmation.

In the exploration, the researcher did the pre-listening activities by showing some a picture of someone who got lost to build the students' background knowledge. Then, the researcher showed a map and discusses it with the students. After discussing the map, the students were asked to complete the names of the symbols on the map.

Next, some vocabularies related to the topics were given in sentences, not only the meaning of the words.

In the elaboration stage, the students listened to two podcasts. The first podcasts were about some expressions used to ask the directions. The next podcast was about the people who got lost in the town and asked for the directions to other people. After listening to the podcasts, the students were asked questions related to the podcasts both orally or in the written form.

In the confirmation stage, the students did the follow-up activities. The follow-up activities in the second meeting were in the form of true-false questions. First, the researcher gave a map to the students . Next, the students should answer the true-false question based on the map given.

c. The third meeting of Cycle II

The last meeting of this cycle was conducted on May 29, 2013. The topic in the last meeting was *Asking and Giving the Directions*. The researcher used the three phase technique; they were *exploration, elaboration and confirmation*.

In the pre-listening (*exploration*), the researcher gave the students vocabulary task. The students should match the pictures and the English sentences. Then, some vocabularies related to the topics were given in sentences, not only the meaning of the words.

In the while-listening stage (*elaboration*), the students listened to two podcasts. The first podcast was about asking for and giving directions. The last podcast was about a person who got lost in the town and asked for the directions to other people. After listening to the podcasts, the students were asked questions related to the podcasts both orally or in the written form.

In the post-listening (*confirmation*), the students were asked to draw the directions in the map provided according to the directions said in the recording. First, the students were given hw worksheets. Next, the researcher played a recording. Then, the students filled the words missing and found the places in the map based on the recording in the worksheets.

### 3. Reflection II

Having conducted the activities, the researcher evaluated the actions in the second cycle. The researcher and the English teacher as the collaborator conducted a discussion to analyze the data from the observation and the interviews with the English teacher and the students.

The reflections were based on the observations during the teaching and learning process, the students' opinions, comments, and suggestions from each research member. The following descriptions were the result of the reflection.

First, the students were not bored and sleepy in the class because the researcher used podcasts (and also vodcasts) and applied the three phases of listening skills. The podcasts were effective to make the students interested in having a listening class. The podcasts were combined with the three phases of listening processes; they were pre-listening, while-listening, and post-listening. The students enjoyed all of the activities. They were actively involved in the teaching and learning processes and did the activities very well. It can be seen from the following field notes and interview.

---

... Ketika P masuk, ada siswa yang menyambut P dengan kata, "*Listening lagi ya, Miss?*" P menjawab pertanyaan siswa tersebut dan kemudian ada siswa yang lain yang menambahkan, "*Nonton video lagi aja ya, Mbak? Biar ga ngantuk e. ...*"

(When the researcher came, a student said, "Listening again, Miss?" then the researcher said yes. The other student added, "With videos again, right? We do not want to be sleepy." ...)

FN.12 Appendix A. Thursday: May 15, 2013

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- 
- Researcher : “*Seneng sama pelajarannya saya ga Dek?*”  
(Did you enjoy the lesson?)
- Teacher : “*Iya mbak, seneng.*”  
(Yes, I enjoyed the lesson.)
- Researcher : “*Ngerti ga maksud atau isi dari podcasts yang saya perlihatkan kemarin-kemarin itu?*”  
(Could you get the idea of the podcasts that I gave to you?)
- Teacher : “*Taulah Mbak. Soalnya podcastnya bagus-bagus. Bisa langsung ngeliat gitu gimana kalau mereka ngomong langsung dari video. Terus kadang-kadang lucu gitu mbak. Bikin ga bosen sama ngantuk di kelas.*”  
(Absolutely, I could. The podcasts you gave to us were so nice. We could see the physical expression in the video, and sometimes it was funny so it made us did not feel bored and sleepy during the lesson.)
- (Interview 18 Appendix C)
- 

From the field notes and interview above, it can be seen that the vodcasts were effective to make the students were not bored and sleepy in the class. The student said that she wanted to have vodcasts in the teaching and learning of listening. She said that the vodcasts could make her motivated in learning listening in the class. The students also could see the facial expressions used by the speakers in the real situation.

Second, the students’ vocabulary mastery and background knowledge were increased by having the pre-listening activities. In the pre-listening activities, the students were given activities which related to the vocabulary mastery and build the students background knowledge. The students were happy to have the pre-listening. They liked to see the movie clip or the pictures given. The movie clip and the pictures were given to build the background knowledge of the students about the topic they would discuss. The also enjoyed matching the pictures, seeing the map and the symbols in the pre-listening activities. The also agreed to use the

classroom English during the teaching and learning processes. Those kinds of activities were effective to make the students' vocabulary mastery increased. It can be seen from the following interview.

- 
- Researcher : *"Kalau aktivitasnya?"*  
(What do you think about the activities?)
- Researcher : *"Menarik Mbak. Ada Mr. bean juga, hehe."*  
(I enjoyed the activities. There was also Mr. Bean there.)
- Teacher : *"Iya, terus juga ada yang jelasin kata-kata susahnya itu Mbak. Jadi, udah tau pas ngeliat podcastnya, ga bingung gitu."*  
(Absolutely, you have taught us the difficult words, so when came to the podcast we did not get confused.)
- (Interview 16 Appendix C)
- 

Third, the technique in teaching listening was not monotonous because the researcher applied the three phases of listening processes. It also made the students motivated in learning listening. The students tried to do their best in doing the listening tasks given.

---

...

*Sebagai kegiatan penutup, P memberikan worksheet kepada Ss dan menyuruh Ss untuk mempelajarinya terlebih dahulu. Setelah siap, P memutar sebuah rekaman dan Ss harus menunjukkan jalan dan tempat yang dimaksud dalam rekaman di peta yang sudah disediakan. Ss terlihat serius ketika mengerjakan tugas tersebut. Bahkan, beberapa Ss yang di belakang tanpa diminta langsung pindah ke depan biar bisa lebih jelas mendengarkannya. ...*

(For the post-listening activity, the researcher gave worksheets to the students and asked the students to learn about the worksheets first. After that, the researcher played the recording and the students had to draw the routes in the map according to the recording. The students looked very serious in doing the tasks. Even, some students in the back move forward to listen to the podcasts clearly. ...)

FN.14 Wednesday: May 29, 2013

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Next, the podcasts provided the interesting materials which were suitable for the students' level of proficiency. The podcasts showed how the native speakers spoke in a real situation and the students could see the facial and body expression used by the speakers. The various kinds of podcasts made the researcher easily chose the suitable podcasts which were suitable for the students' level of proficiency. The researcher also re-played the difficult part and also the important part if the students did not get the idea of the podcasts. It can be seen in the following interview with the teacher who observed the actions done by the researcher and the students.

---

Researcher : *"Bagaimana menurut Ibu tiga pertemuan di cycle dua kemarin buk?"*

(What do you think about the three previous meetings in the second cycle?)

Teacher : *"Menurut saya lebih baik Mbak. Podcasts yang dipakai sesuai sama kemampuan siswanya, ga terlalu susah ga terlalu mudah juga. Mereka jawabnya juga baik."*

(I think it was so much better. You had the podcasts which were suitable for the students and did not difficult to understand. The students also showed great involvement. They listened to the podcasts and answered the questions well.)

Researcher : *"Menurut Ibuk, podcastnya masih terlalu susah tidak?"*

(Did you think the podcasts were still difficult for them?)

Teacher : *"Tidak Mbak, udh bisa menyelesaikan yang masih kurang di cycle pertama kemarin kok, ya itu tadi ga terlalu susah ga terlalu mudah juga. Apalagi pas mere-play bagian-bagian mereka yang tidak mudeng itu menurut saya bagus."*

(No. I think you had solved the unsuccessful actions in the first cycle by showing the podcasts which were not difficult to understand. If the students found it difficult, it was a great way you re-played the difficult part of the podcasts and discussed it with the students.)

( Interview 17 Appendix C)

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The interviews with students also showed that the podcasts as interesting materials were suitable for the students' level of proficiency. The students did not find any difficulties in understanding the idea in the podcasts. The podcasts were not too difficult or too easy for them. They also liked to see the vodcats. Some of the interviews were shown in the following.

- 
- Researcher : "*Seneng sama pelajarannya saya ga Dek?*"  
(Did you enjoy the lesson?)
- Teacher : "*Iya Mbak, pasti. Seneng, soalnya materinya menarik.*"  
(Yes, of course. I enjoyed the lesson because the materials were interesting. )
- Researcher : "*Ngerti ga maksud atau isi dari podcasts yang saya perlihatkan kemarin-kemarin itu?*"  
(Could you get the idea of the podcasts that I gave to you?)
- Teacher : "*Iya mbak, ngerti kok. Soalnya kan sebelumnya udah dikasih tau kata-kata susah, terus juga kalau ada bagian yang susah diulang sama mbaknya.*"  
(Yes, I could. Because you had discussed the difficult words before we listened to the podcasts and also sometimes you re-play the difficult part.)

(Interview 15 Appendix C)

- 
- Researcher : "*Seneng sama pelajarannya saya ga Dek?*"  
(Did you enjoy the lesson?)
- Teacher : "*Iya Mbak, seneng.*"  
(Yes, I enjoyed the lesson.)
- Researcher : "*Ngerti ga maksud atau isi dari podcasts yang saya perlihatkan kemarin-kemarin itu?*"  
(Could you get the idea of the podcasts that I gave to you?)
- Teacher : "*Taulah Mbak. Soalnya podcastnya bagus-bagus. Bisa langsung ngeliat gitu gimana kalau mereka ngomong langsung dari video. Terus kadang-kadang lucu gitu mbak. Bikin ga bosen sama ngantuk di kelas.*"  
(Absolutely, I could. The podcasts you gave to us were so nice. We could see the physical expression in the video, and sometimes it was funny so it made us did not feel bored and sleepy during the lesson.)

(Interview 18 Appendix C)

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The last, classroom English was effective to make the students familiar with English. The students agreed to use classroom English during the teaching and learning processes. The students were accustomed to use English in the class. They recognized that the classroom English helped them to be familiar with English.

- 
- Researcher : “*Terus kalau saya pake bahasa Inggris di kelas gitu gimana? Mudeng ga?*”  
(Was it ok when I used English in the class? Did you get the point?)
- Teacher : “*Mudeng kop Mbak. Ga masalah, malah jadi kebiasa gitu pake bahasa Inggris sekarang.* ”  
(Yes, it is fine, no problem. Even it makes us accustomed to use English now.)

(Interview 16 Appendix C)

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After evaluating the second cycle, the researcher decided to stop the actions in the second cycle. The researcher thought that the actions were successful in two cycles. The indicators that the actions were successful were that the field problems were all well solved. The indicators of the successful actions were shown in the following.

- a. The students were not bored and sleepy in the teaching and learning processes;
- b. The students’ vocabulary mastery and background knowledge were increased;
- c. The technique in teaching listening was not monotonous;
- d. The materials used were suitable for the students’ proficiency;

- e. The students were motivated in learning listening; and
- f. The materials used were interesting.

After achieving the goals, the researcher conducted the post-test on May 30, 2013. The post-test was done to prove the improvement of the students' listening skills. The test used the same blue print as in the pre-test as the guidelines in making the items.

#### **D. General Findings**

The actions were implemented in two cycles. Based on the reflections of each cycle, there were some points which could be concluded as follows:

1. The implementation of podcasts in Cycle I and Cycle II were successful to improve the students' listening skills.
2. Teaching the students by using podcasts was effective to solve the problem that is the students were bored and sleepy during the teaching and learning process.
3. The use of podcasts became more effective when they were combined with three-stages of listening process. It also made the students' vocabulary mastery and background knowledge increase.
4. The pre-listening activities and the post-listening activities solved the problem that was monotonous technique in teaching and learning of listening. The activities gave the students many activities which were interesting and enjoyable for the students.
5. Podcasts became attractive and interesting materials which could increase the students' motivation. The podcasts could be combined with activities in the three-

phase of listening processes which could give the students enjoyment in learning listening and made them highly motivated in learning listening.

The following is the description of students' improvement before and after the implementation of the actions.

**Table 14. The Description of Students' Improvement**

No	Before the actions were conducted	After the actions were conducted	
		Cycle I	Cycle II
1.	The students were bored and sleepy during the teaching and learning process.	Some students were enthusiastic in the lesson. However, some others were not.	Most of the students were enthusiastic and became more active in joining the listening activities in the class.
2.	The students had limited vocabulary mastery and lack of background knowledge.	Some students were successful in applying the listening strategies by mastering the vocabulary and the background knowledge. However some others still found it difficult.	Most of the students were successful in applying the listening strategies.
3.	The teacher applied a monotonous technique in teaching listening.	The teacher used various teaching techniques.	The teacher used various teaching techniques and most students were high motivated in the teaching and learning processes.

(Continued)

(Continued)

No	Before the actions were conducted	After the actions were conducted	
		Cycle I	Cycle II
4.	The materials which are suitable for the students' proficiency were limited.	The materials were suitable for the students, but some students said that some of the podcasts were difficult to understand	The materials were suitable for the students.
5.	Students had low motivation in learning listening.	Some students had high motivation in learning listening.	Most of students had high motivation in learning and learned more actively.
6.	There are lacks of interesting materials.	The materials used were interesting. However, some students said that they found it hard to understand the speakers' utterances.	The materials used were interesting. The students understood the native speakers' utterances in the podcasts.

Besides, the researcher also got the data from evaluation in each cycle. It was supported by the result of pre-test and post-test of the students' listening skills. The researcher conducted the pre-test on April 25, 2013 and the post-test on May 30, 2013. From the pre-test and post-test it could be seen that the students' listening skills were improved. Below is the scores comparison of the pre-test and post-test.

Table 15. The Scores Comparison (Mean Scores)

No	Scores	
	Pre-Test	Post-Test
Mean Score	6.5	7.6

## **E. Discussions**

Since there were some problems related to teaching and learning processes of listening in the tenth grade students of Hotel Accommodation of SMKN 4 Yogyakarta, especially in listening, the researcher was conducted the action research to solve the problems. The problems were related to the teacher itself who used the monotonous teaching technique; the students who had low motivation in learning listening and had limited vocabulary mastery and background knowledge; and the materials which the level of difficulty is suitable for the students' proficiency were limited and the lacked of interesting materials.

In solving the problems, the researcher used podcasts. The researcher covered the goal in improving the students' listening skills by using podcasts combining with the three-phase technique; they are pre-listening, while-listening and post-listening. There were two cycles in the actions. The first cycle was done on May 1, 2013 and ended on May 8, 2013. Every cycle had three meetings and every meeting had 2x45 minutes.

In the pre-listening activities, the researcher would prepare the students by helping them activate their background knowledge and clarify their expectation and assumption about the text. In Cycle I, the pre-listening activities were watching a movie clip, showing the examples of menus, trains schedules, and planes schedule, showing the pictures of activities in the airport, and also matching the pictures. In Cycle II, the pre-listening activities were watching a short movie, showing some pictures of traffic signs, and showing a map and the symbols used in the map. Moreover, in each cycle, the researcher would give

some vocabularies that would be used in the podcasts played to make the students understand what they were going to listen next.

The second is while-listening. In this stage, the researcher played some podcasts to the students. The podcasts played were related to the topics given. There would not be only a podcast in every meeting, but there were two or three podcasts. So, the students would not be bored to the lesson. In Cycle I, there were two or three podcasts in each meeting. The podcasts were about the menus in the restaurant and how to order the menus, and the public transportation schedules consisted of trains and planes. In Cycle II, the podcasts were about the traffic signs, and asking and giving the directions.

The last is post-listening. A post-listening activity represents a follow-up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills. In Cycle I, the post-listening activities were summarizing a movie clip, completing the train's schedule, and also crosswords puzzle. In Cycle II, the students were matching the pictures with the English sentences, answering the true-false questions based on the map, and finding and then drawing routes according to the recording.

The following is the summary of the result in the first and the second cycle in the research.

#### 1. The summary of the Cycle I

The first cycle was conducted to be solved the field problems using the podcasts. There were successful actions and unsuccessful actions in the first cycle. The unsuccessful actions in the first cycle would be solved in the next cycle.

a. The successful actions

- 1) The podcasts were effective in solving the field problems.
- 2) The three-stage of listening processes were effective to be applied in the teaching and learning processes.
- 3) The use of classroom English during the teaching and learning processes was effective.

b. The unsuccessful actions

- 1) The students in the back were not able to listen to the podcasts clearly because of there was some trouble with the sound systems.
- 2) The students thought that some podcasts were too difficult for them, they could not understand about the speakers' utterances in the podcasts.

2. The summary of the Cycle II

The unsuccessful actions in the first cycle would be solved in the second cycle. For the first unsuccessful actions, the researcher changed the sound systems into the bigger one and asked the students in the back to move in front of the class so all of the students could hear the podcasts well. For the second problem, the researcher gave the podcasts which were easier to understand and when the students found it difficult, the researcher would re-play the difficult part and discussed it together with the students.

The findings showed that the podcasts combining with the three phases of the listening processes (pre-listening, while-listening and post-listening) were successful in improving the students' listening skills. It can be proved from the students' improvements based on the observation done in the first and the second



cycle, the interviews with the English teacher and the students and from the scores in the pre-post tests. The indicators of the successful actions were shown in the following.

- a. The students were not bored and sleepy in the teaching and learning processes;
- b. The students' vocabulary mastery and background knowledge were increased;
- c. The technique in teaching listening was not monotonous;
- d. The materials used were suitable for the students' proficiency;
- e. The students were motivated in learning listening; and
- f. The materials used were interesting.

It was also proved by the scores in the pre-test and post-test. The scores in the post-test showed the improvement rather than in the pre-test. It can be seen from the comparison of the mean scores in the pre-test and the post-test. From the pre-test and post-test it could be seen that the students' listening skills was improved. In the pre-test the students only got 6. 5 for the mean score, while in the post-test their mean score increased for about 1. 1 it became 7. 6.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The action research was implemented for the tenth grade students of Hotel Accommodation Department of SMK Negeri 4 Yogyakarta during the second semester in the academic year of 2012/2013. It started in March 22, 2013 and ended in May 30, 2013. The objective of the research was to improve the listening skill of the tenth grade students of Hotel Accommodation Department of SMK Negeri 4 Yogyakarta by using podcasts. The actions were carried out in two cycles.

The result of the study showed that there were some improvements of the students' listening skills. First, the action using podcasts could attract students' attention and motivation in the teaching and learning process. The use of podcasts made the atmosphere in the classroom more relaxed and fun so that the students were interested in learning listening. So, the students were motivated in having a listening class.

In addition, video podcasts also helped the students enjoy the teaching and learning process of listening. It was effective to alleviate the students' boredom through the video podcasts which were able to create relaxed atmosphere and enjoyment in the classroom. The students also could see the facial and body expression of the speakers so that they could feel the real situation in the recordings.

Next, the three stages of listening processes were effective to be applied in the teaching and learning of listening. The pre-listening activities were effective to improve the students' vocabulary mastery and build the students' background knowledge. The post-listening made the students being more active in joining the listening class activities. They were excited and also enjoyed doing the activities in the class. This way was effective to make the teaching and learning processes in listening were not monotonous.

The last, podcasts fulfilled the demands of the listening materials which were suitable for the students. They were produced by the native speakers in the real context, and not for the teaching purposes. So, it could help the students to understand the use of language in the real context. Moreover, the podcasts were easy to find and they were free. The available of podcasts which were so vary provided materials which were suitable for the students' level of proficiency.

Besides all the improvements above, there were also some changes occurring as the result of the actions. Those changes are related to: (1) the English teaching and learning processes, (2) the students, (3) the English teacher, and (4) the changes in the researcher. These changes are presented as follows:

### **1. The English teaching learning process**

During the implementation of podcasts combining with the three phases of listening processes in teaching listening, the English teaching and learning process run more attractive than the previous conditions. The students were actively involved in the activity. The class atmosphere became different as the students became more active and attractive than the previous conditions. It can be seen

from the condition that the students were involved and paid attention in the listening teaching learning processes.

## **2. The students**

During the implementation of the action, the students became more interested and active in learning listening. They seemed enthusiastically and happily involved in the listening activities. They were also motivated in learning English because of the implementation of vodcasts, pre-listening, and post-listening activities. They were also more familiar with English by using classroom English in the daily activity.

## **3. The English teacher**

The English teacher got more knowledge about the technique of teaching listening, how to attract the students to be active in the class, how to improve the students' motivation, vocabulary mastery and background knowledge. She realized that conducting the teaching listening using podcasts combined with the three phases of listening activities in the listening processes could make the students enjoy their process of learning listening, made them actively involved in the activities, and they also could get the point of the lesson easily.

## **B. Implications**

The conclusions have described the use of podcasts that are effective to improve the students' listening skill. The implications of the research are presented as follow.

1. The use of podcasts could attract the students' attention and motivation in the teaching and learning process. By using podcasts, the students could hear the native speakers in the real context. Besides, podcasts helped the teacher explain the materials that would be taught clearly without talk too much. It also created relaxed and enjoyable atmosphere during the lesson. This was effective to attract their attention and also changed the monotonous teaching and learning process of listening.
2. The used of podcasts were very effective to solve the field problems of listening of students grade tenth Hotel Accommodation 1 of SMK Negeri 4 Yogyakarta in the academic year of 2012/2013 combining with the three phases of listening process, they are pre-listening, while-listening and post-listening.
3. The initial pre-listening phase should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions about the podcasts. In this research, the pre-listening activities were done by giving some pictures related to the topics and giving the list of the vocabularies that would be used in the podcasts. So, the students would be familiar with the words they would hear in the podcasts and could understand what the podcasts were about. It was effective to enrich the students' vocabulary mastery and background knowledge.

4. A post-listening activity represented a follow-up activity and aimed to utilize the knowledge gained from listening for the development of other skills such as listening or writing. By doing the follow up activities, it was hoped that the students would be highly motivated to learn listening because they had the various listening activities.

5. It was assumed that podcasting was especially interesting for English learners as it provided a means for students to get access to listening sources about almost any subject that might interest them. It was also effective to fulfill the students' need of materials which the level of difficulty was suitable for the students' proficiency.

### **C. Suggestions**

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

#### **1. For the English teacher**

The English teacher should consider the students' needs and interest before designing the listening materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of listening because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide podcasts in the teaching and learning process because podcasts provide the teacher listening materials which are interesting.

## 2. For the School Institution

The school needs to provide many more media and facilities. It has to maximize their facilities in order they can be functioned for supporting the teaching and learning process. In this research, one of the class facilities, the sound systems did not work well and the researcher needed to ask the replacement. She hoped that this situation would not happen anymore since it could distract and take useless time in the teaching and learning process.

## 3. For Other Researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the students' listening skill by using podcasts. However, they have to select the appropriate podcasts which are suitable for the level of students' proficiency.

In this study, the researcher conducted the research in two months. Other researchers may follow this research up in the longer time and apply more cycles in order to find more actions to improve the students' listening skills. Moreover, they can conduct this study in other grades, either in the junior or senior high schools so that the finding will be more satisfactory.

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# APPENDICES

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# APPENDIX A

## Field Notes

### Field Note 1

**No** : FN.01  
**Lokasi** : Ruang Tata Usaha (RTU) SMKN 4 Yogyakarta  
**Hari, tanggal** : Jumat, 22 Maret 2013  
**P** : Peneliti  
**KTU** : Karyawan Tata Usaha

P datang ke SMKN 4 Yogyakarta pukul 09.00 WIB. Setelah memarkirkan kendaraan, P menuju ke pos satpam yang berada di dekat pintu gerbang sekolah untuk menanyakan RTU. Setelah mengetahui letak RTU, peneliti segera menuju RTU. Setelah sampai di RTU, P mengetuk pintu dan mengucapkan salam dan dipersilahkan masuk oleh salah seorang KTU1. P masuk ke RTU dan ditanya maksud kedatangan P ke sekolah. P menjelaskan kalau P ingin mengadakan penelitian untuk skripsi di sekolah itu, kemudian KTU1 menunjukkan di meja mana P dapat mengurus perijinan penelitian.

P segera mendatangi meja yang ditunjukkan oleh KTU1. KTU2 yang ada di meja tersebut menanyakan apakah ada yang bisa KTU2 bantu untuk P. P memberikan maksud kedatangan ke situ untuk meminta ijin melakukan penelitian di sekolah. KTU2 yang mengurus perijinan penelitian mengatakan bahwa P boleh-boleh saja mengadakan penelitian di sekolah itu asal dengan membawa surat ijin dari kampus, gubernur dan walikota serta proposal yang sudah di sahkan dari pihak kampus. P menyanggupi persyaratan yang diberikan KTU2.

Setelah itu, P menyatakan bahwa P belum membawa surat ijin dan proposal yang diminta. Kemudian P mengutarakan ingin mengadakan observasi dulu sambil menyerahkan surat observasi dari kampus kepada KTU2. KTU2 menerima surat ijin observasi kemudian mencatatnya di buku surat masuk. KTU2 memberitahu P kalau P harus menunggu sampai hari Senin untuk bisa mendapatkan persetujuan dari Kepala Sekolah, karena pada hari itu Kepala Sekolah sedang ada urusan di luar sekolah dan baru kembali ke sekolah hari Senin. P menyetujui KTU2, dan akan datang kembali ke sekolah hari Senin. Setelah itu, P berpamitan dan mengucapkan terima kasih kepada KTU2.

### Field Note 2

**No** : FN.02  
**Lokasi** : Ruang Tata Usaha (RTU) SMKN 4 Yogyakarta  
**Hari, tanggal** : Senin, 25 Maret 2013  
**P** : Peneliti  
**KTU** : Karyawan Tata Usaha

P sampai di sekolah sekitar pukul 9.30 WIB dan langsung menuju RTU. P menemui KTU yang mengurus surat perijinan penelitian. KTU menyambut P dengan tersenyum dan mengatakan bahwa P sudah mendapatkan guru pembimbing untuk proses penelitian. KTU memberitahu P guru pembimbing yang akan membimbing P selama proses penelitian. Dikarenakan guru pembimbing yang dimaksud pada hari itu tidak hadir karena ada urusan, maka KTU memberikan nomer *handphone* guru pembimbing dan menyuruh P untuk menghubungi beliau lewat SMS untuk mengetahui kapan beliau bisa bertemu dengan P membahas masalah penelitian. P berterima kasih kepada KTU dan berpamitan kepada KTU karena urusan pada hari itu telah selesai.

### Field Note 3

**No** : FN.03  
**Lokasi** : Ruang tamu SMKN 4 Yogyakarta  
**Hari, tanggal** : Selasa, 26 Maret 2013  
**P** : Peneliti  
**GP** : Guru Pembimbing

Setelah mengadakan perjanjian dengan GP yang ditunjuk oleh Kepala Sekolah, P datang ke sekolah pukul 10.00 WIB. P menuju ruang piket dan mengatakan kepada petugas piket kalau P ingin menemui GP yang dimaksud. Petugas piket menanyakan apakah P telah mempunyai perjanjian ingin bertemu apa belum. P menjawab kalau P sudah berjanji dengan GP. Petugas piket menyuruh P untuk menunggu di kursi yang di sediakan di ruang tamu yang berada di depan meja piket. Kemudian petugas piket memanggil GP.

Setelah beberapa saat menunggu, akhirnya P bertemu dengan GP. P berkenalan dengan GP. GP menanyakan judul dari penelitian yang akan dilakukan. Kemudian P mengatakan kalau P ingin mengadakan observasi di kelas Akomodasi Perhotelan kelas X dulu. Akan tetapi, GP menyatakan kalau beliau tidak mengajar di kelas Akomodasi Perhotelan kelas X. Kemudian beliau memberikan alternatif kepada P. Pertama, apakah P akan tetap ingin mengadakan



penelitian di kelas Akomodasi Perhotelan kelas X, tetapi dengan konsekuensi ganti guru pembimbing dengan yang mengampu pelajaran Bahasa Inggris di kelas X Akomodasi Perhotelan. Yang kedua, P dapat tetap dengan GP tetapi mengganti kelas menyesuaikan dengan yang GP ampu. GP menyatakan kalau beliau mengampu bahasa Inggris kelas XI dan XII.

Dengan berbagai pertimbangan, akhirnya P memutuskan untuk tetap ingin mengadakan penelitian di kelas Akomodasi Perhotelan kelas X. GP dapat memahami keputusan P. GP juga memberitahukan guru yang mengampu bahasa Inggris di kelas itu dan kemudian memberikan nomer HP guru bahasa Inggris di kelas Akomodasi Perhotelan kelas X kepada P. GP memberi saran untuk menghubungi guru tersebut lewat SMS. GP juga mengatakan bahwa beliau akan membantu P dengan memberitahukan kepada guru bahasa Inggris di kelas Akomodasi Perhotelan kelas X. P mengucapkan terima kasih kepada GP. P kemudian berpamitan kepada GP.

#### **Field Note 4**

<b>No</b>	<b>: FN.04</b>
<b>Lokasi</b>	<b>: Ruang Tamu SMKN 4 Yogyakarta</b>
<b>Hari, tanggal</b>	<b>: Rabu, 27 Maret 2013</b>
<b>P</b>	<b>: Peneliti</b>
<b>GP</b>	<b>: Guru Pembimbing</b>

Setelah P mengadakan perjanjian dengan GP yang baru, maka P datang ke sekolah sekitar pukul 11. 00 WIB. P langsung menuju ruang piket yang berada di depan ruang guru. P langsung mengatakan ingin bertemu dengan GP kepada petugas piket. Petugas piket mengatakan bahwa GP yang dimaksud masih mengajar di kelas dan sebentar lagi baru selesai. Petugas piket menyuruh P menunggu di meja tamu. Ppun segera menuju ruang tamu dan menunggu GP selesai mengajar.

Setelah beberapa saat menunggu, GP datang menemui P. GP menanyakan kepada P tentang penelitian yang akan dilakukan P. P menjelaskan penelitian yang akan dilakukan di kelas GP. P menjelaskan kalau P ingin melakukan observasi terlebih dahulu di kelas Akomodasi Perhotelan kelas X kepada GP. GP menyetujui dan mengatakan kalau P dapat melakukan observasi esok hari, hari Kamis pukul 08. 45 WIB. GP menyarankan P untuk datang lebih awal agar nanti tidak terlambat dalam mengikuti kelas yang akan diajar beliau. P menyanggupi untuk mengadakan observasi sesuai dengan waktu yang telah ditentukan oleh GP.

P juga mengadakan interview dengan GP mengenai tipe siswa di kelas Akomodasi Perhotelan kelas X serta materi dan metode apa yang biasanya digunakan untuk mengajar bahasa Inggris di kelas tersebut. Setelah selesai, P berpamitan dan mengucapkan terima kasih kepada GP. GP mengingatkan P kalau besok P dapat melakukan observasi pukul 08. 45 WIB.

### Field Note 5

<b>No</b>	<b>: FN.05</b>
<b>Lokasi</b>	<b>: Kelas Akomodasi Perhotelan 1, SMKN 4 Yogyakarta</b>
<b>Hari, tanggal</b>	<b>: Kamis, 28 Maret 2013</b>
<b>Aktivitas</b>	<b>: Observasi Kelas</b>
<b>P</b>	<b>: Peneliti</b>
<b>G</b>	<b>: Guru bahasa Inggris</b>
<b>Ss</b>	<b>: Siswa-siswa</b>

P datang ke sekolah sekitar pukul 08. 30 WIB. P langsung menuju kantor guru dan menemui G. G menyambut P dan menyuruh P untuk menunggu sebentar karena G sedang bersiap-siap. P menawarkan diri untuk membantu G untuk membawakan speaker yang akan dibawa oleh G. G memberitahukan P kalau G memakai speaker milik pribadi karena yang dirasa lebih praktis. Speaker yang disediakan oleh sekolah terlalu besar. Speaker yang dibawa oleh G lebih kecil namun suara yang dihasilkan sudah cukup untuk satu kelas. Kemudian setelah beberapa saat G dan P menuju ke ruang kelas AP1.

G memasuki ruang kelas AP1 diikuti oleh P. G memberitahukan Ss kalau ada P yang akan mengadakan observasi di kelas pada saat itu. G mempersilahkan P untuk duduk di kursi paling belakang yang masing kosong. P menuju ke kursi kosong dan mulai menyiapkan perlengkapan untuk observasi.

G memulai pelajaran dengan memberi salam kepada Ss, *“Good morning. How’s life?”* Ss menjawab, *“Good morning, Mam. I’m fine. Thank you.”* Kemudian, G mengecek daftar hadir Ss dengan memanggil Ss satu persatu. G memberitahu Ss kalau hari itu mereka akan ada *listening*. Mendengar hal yang disampaikan oleh G, Ss terlihat tidak tertarik. Bahkan salah seorang siswa mengatakan, *“Ngantuk e buk, abis pelajaran agama susah.”* Salah seorang siswa menambahkan, *“Kemarin kan udah listening buk, masa sekarang listening lagi?”*

Kemudian G membagikan lembar jawaban ke setiap Ss. Ss hanya diam tidak memberikan komentar apapun. Pada lembar jawaban yang dibagikan oleh G, terdapat 10 nomer jawaban. Setiap nomor terdapat satu gambar dengan 4 pilihan ganda, a sampai d. Ss harus mendengarkan rekaman yang diputarkan oleh G

kemudian memilih jawaban yang sesuai. Rekaman berisi tentang aktivitas yang dilakukan oleh seseorang sesuai dengan gambar yang ada di lembar jawab. kemudian Ss memilih jawaban dari a – d yang merupakan isi dari rekaman yang diputar. Rekaman hanya berupa audio tidak dilengkapi dengan visual atau gambar. G memutar rekaman dua kali. Setelah Ss selesai menjawab semua soal, G meminta mereka untuk menukar lembar jawab dengan cara hitungan 1 angkat, 2, 3, 4 diberikan kepada teman sebelah kanannya.

G dan Ss mengoreksi pekerjaan secara bersama-sama. G menunjuk salah satu siswa untuk menjawab satu soal. Kemudian G juga menanyakan *verb* yang terdapat di rekaman. Ketika G menunjuk salah seorang siswa yang berada di belakang yang terlihat mengantuk, siswa tersebut terlihat kaget dan menanyakan kepada temannya apa yang harus dilakukan. Karena itu teman-teman satu kelas tertawa dan kelas menjadi sangat gaduh.

Setelah selesai mengoreksi pekerjaan mereka, G meminta Ss untuk menuliskan nilai di lembar jawab. Nilai adalah jumlah jawaban benar yang dikerjakan oleh Ss. Selain itu, G juga meminta korektor menuliskan namanya di lembar jawab yang mereka koreksi. Setelah itu, G akan memanggil satu persatu nama dan korektor harus menyebutkan nilai hasil dari koreksiannya. Ketika G melakukan hal tersebut, Ss menjadi gaduh dan berbicara satu sama lain, tidak memperhatikan G kecuali ketika nama siswa yang korektor koreksi dipanggil.

Kemudian setelah semua Ss mendapatkan nilainya, G melanjutkan pelajaran dengan mengulang beberapa materi yang telah dipelajari sebelumnya karena masih tersisa waktu yang cukup lama. Ss menjawab pertanyaan-pertanyaan yang diberikan oleh G. Setelah bel pergantian berbunyi, G mengakhiri pelajaran dengan bertanya, “*Any question so far?*” Ss tidak menjawab, sampai kemudian G mengkonfirmasi, “*No question?*” Ss menjawab, “*Nooooo.*” dengan sangat bersemangat. Kemudian G bersiap-siap meninggalkan kelas. P mendatangi G dan mengatakan kalau P ingin mengadakan wawancara dengan beberapa Ss dulu. G membolehkan P untuk melakukan wawancara dengan Ss dan mengatakan kalau G akan menunggu P di ruang guru kalau ada hal-hal yang pengen ditanyakan.

P mengadakan beberapa wawancara dengan Ss AP1. Wawancara dilakukan dengan beberapa siswa dengan cara berkelompok. Wawancara dilakukan di kelas AP1. Setelah wawancara selesai, P menuju ruang guru untuk wawancara dengan G.

### Field Note 6

**No** : FN.06  
**Lokasi** : Ruang Tata Usaha (RTU), SMKN 4 Yogyakarta  
**Hari, tanggal** : Senin, 15 April 2013  
**P** : Peneliti  
**KTU** : Karyawan Tata Usaha

P datang ke sekolah sekitar pukul 10. 00 WIB guna menyerahkan surat ijin penelitian yang diminta oleh pihak sekolah. P langsung menuju RTU. P menemui KTU yang biasa mengurus surat perijinan. Setelah itu P menyerahkan semua berkas yang dibutuhkan dalam satu map, surat ijin dari Kantor Gubernur, Walikota serta proposal yang sudah disahkan oleh pihak kampus. KTU mengecek kelengkapan surat yang dibutuhkan. Setelah semuanya lengkap KTU mengatakan bahwa P dapat datang kembali esok hari untuk mendapat persetujuan dari Kepala Sekolah karena beliau sekarang ini sedang ada rapat. Kemudian P pamit, mengucapkan terima kasih kepada KTU dan berjanji akan datang esok hari.

### Field Note 7

**No** : FN.07  
**Lokasi** : Ruang Guru, SMKN 4 Yogyakarta  
**Hari, tanggal** : Rabu, 24 April 2013  
**P** : Peneliti  
**G** : Guru

P datang ke sekolah sekitar pukul 13. 00 WIB guna membahas penelitian yang akan dilakukan oleh P. Pertama-tama P dan G mendiskusikan masalah-masalah yang dihadapi oleh siswa kelas Akomodasi Perhotelan 1. Setelah menentukan masalah yang *feasible* untuk diselesaikan berdasar hasil observasi dan interview. P mendiskusikan rencana untuk *Cycle I*. P dan G menemukan 6 butir masalah yang *feasible* untuk diselesaikan. Masalah pertama berkaitan dengan Ss yang mengantuk dan terlihat bosan ketika pelajaran bahasa Inggris. Yang kedua berkaitan dengan kosakata dan *background knowledge* siswa. Yang ketiga, mengenai teknik yang digunakan oleh guru yang monoton. Keempat, berkaitan dengan materi yang diberikan yang kurang sesuai dengan kemampuan Ss. Kelima, berkaitan dengan motivasi siswa yang kurang ketika mengikuti proses pembelajaran di kelas. Yang terakhir, berkaitan dengan materi yang kurang autentik.

Kemudian P dan G mendiskusikan aksi apa yang akan dilakukan untuk menyelesaikan masalah-masalah tersebut. Ada 4 aksi yang akan dilakukan. Pertama, P akan menggunakan *Classroom English* selama pelajaran untuk membiasakan Ss dengan bahasa Inggris. Yang Kedua, P akan menerapkan *three-phase listening processes*, yaitu; *pre-listening*, *while-listening*, dan *post listening*. Ketiga, P akan menggunakan podcasts sebagai autentik materials. Yang terakhir, P akan memberikan *feedback* kepada Ss terkait dengan pembelajaran yang telah dilakukan.

G memberikan saran untuk materi yang akan P berikan selama proses penelitian. P memberikan materi yang belum beliau ajarkan kepada kelas Akomodasi Perhotelan 1 untuk dijadikan materi penelitian karena sebentar lagi mereka akan ujian akhir semester. P menyetujui saran G. Setelah selesai, P berpamitan kepada G.

### Field Note 8

<b>No</b>	<b>: FN.08</b>
<b>Lokasi</b>	<b>: Ruang Kelas Akomodasi Perhotelan 1, SMKN 4 Yogyakarta Ruang Guru, SMKN 4 Yogyakarta</b>
<b>Hari, tanggal</b>	<b>: Kamis, 25 April 2013</b>
<b>P</b>	<b>: Peneliti</b>
<b>G</b>	<b>: Guru</b>
<b>Ss</b>	<b>: Siswa-Siswa</b>
<b>Aktivitas</b>	<b>: Pre-test</b>

Pre-test dilaksanakan pada tanggal 10 April 2013. Peneliti masuk kelas sekitar pukul 8. 45 WIB. setelah mengucapkan salam, berdoa dan mengecek presensi siswa, guru mengatakan bahwa hari ini ia akan mengadakan test.

Setelah mengetahui bahwa akan diadakan tes, kelas berubah menjadi ramai. Ss banyak yang mengeluh karena akan diadakan tes karena mereka belum belajar sebelumnya. Kemudian P menjelaskan kalau tes yang akan dilakukan tidak sesulit seperti yang mereka pikirkan. Kemudian kelas perlahan-lahan mulai tenang.

Setelah itu P mulai membagi-bagikan lembar jawab ke semua Ss. Ss mulai membaca-baca soal yang diberikan. P menyuruh Ss untuk menanyakan jika ada hal-hal yang tidak diketahui dalam soal. Setelah semua jelas, P mulai menyuruh siswa untuk diam karena P akan segera memutar rekaman dan Ss harus mulai mengerjakan soal-soal yang diberikan berdasarkan rekaman yang diperdengarkan.

P menjelaskan kalau rekaman akan diperdengarkan 3 kali. Setelah itu Ss mulai mengerjakan soal yang diberikan.

Setelah kurang lebih satu jam, dan Ss sudah selesai menjawab soal. P menyuruh Ss untuk meneliti pekerjaannya untuk yang terakhir kalinya sebelum dikumpulkan. Setelah semuanya selesai, P meminta salah seorang siswa mengumpulkan lembar jawab satu kelas. Setelah semuanya terkumpul P mengucapkan terima kasih kepada semua Ss karena sudah mengerjakan soal tes dengan tenang. Setelah itu P menutup pelajaran hari itu.

Setelah itu, P menuju ruang Guru untuk bertemu dengan G guna mengkonsultasikan RPP dan menunjukkan beberapa podcasts yang akan digunakan oleh P. Setelah selesai, P berpamitan.

### Field Note 9

**No** : FN.09  
**Lokasi** : Ruang Kelas AP1, SMKN 4 Yogyakarta  
**Hari, tanggal** : Rabu, 1 Mei 2013  
**P** : Peneliti  
**Ss** : Siswa-siswa  
**Aktivitas** : Pertemuan 1, Cycle I

P memasuki ruang kelas pukul 10. 30 WIB. Setelah itu P mengucapkan salam ke Ss dan menyapa Ss dengan *‘Good morning, Class.’* Ss menjawab, *‘Good morning, Miss.’* Setelah itu P mulai mengajak Ss untuk berdoa terlebih dahulu sebelum memulai pelajaran. P kemudian mengecek daftar hadir Ss, dan ternyata pada hari itu terdapat beberapa Ss yang ijin karena melakukan Praktek Industri. P mulai mengenalkan topic yang akan dibahas pada hari itu dengan menanyakan, *‘What do you have for breakfast this morning?’* Kemudian Ss mulai ramai menjawab tentang makanan yang mereka makan saat sarapan pada hari itu.

Setelah itu P mulai membagikan *handout* kepada Ss. Ss kemudian diminta untuk melihat gambar yang berada di halaman pertama yaitu gambar orang-orang yang sedang berada di restoran. P kemudian mulai mengajak Ss mendiskusikan gambar tersebut dan mendiskusikan hal-hal yang berhubungan dengan restoran. Setelah itu P memutar *movie clip* Mr. Bean yang berjudul *‘Mr. Bean at the Restaurant.’* Ss diminta untuk melihat dan memperhatikan dan nantinya mereka akan menjawab beberapa pertanyaan yang berhubungan dengan clip tersebut. Para Ss dengan semangat menonton video yang sedang diputar. Sese kali mereka tertawa karena lelucon yang dibuat oleh Mr. Bean.

Setelah menonton dan menjawab beberapa pertanyaan lisan yang berhubungan dengan cuplikan film tersebut, P mulai menunjukkan contoh menu yang ada di *handout*. P menjelaskan hal-hal apa saja yang biasanya terdapat dalam menu di sebuah restoran. Setelah itu, P memberikan kosakata-kosakata dan *language function* yang akan dipakai dalam *podcasts* yang akan diputar selanjutnya. Ss terlihat antusias ketika membahas menu karena mereka telah mengetahui hal tersebut dari mata pelajaran yang lain.

P kemudian memutar *podcast* yang pertama. Pada *podcast* yang pertama Ss terlihat memperhatikan dengan seksama karena pembicara dalam *podcast* tersebut sedikit cepat dalam berbicara. Tetapi Ss tidak terlihat kesusahan untuk mengikutinya. Setelah itu siswa yang duduk di belakang mengeluh kalau tidak terlalu jelas dalam mendengarkan suaranya. P mengecek *volume* yang ada dalam *output* suara. Karena sudah maksimal, maka P menyuruh siswa tersebut untuk pindah ke depan. Setelah *podcast* diputar, P kemudian menanyakan hal-hal yang berkaitan dengan *podcast* tersebut secara lisan dan siswa juga diharuskan menjawab secara lisan. Hal tersebut juga dilakukan oleh P kepada Ss untuk *podcast* yang kedua dan yang ketiga. Setelah *podcast* yang terakhir, para Ss terlihat sudah capek dan kelas mulai ramai. P berusaha mengendalikan kelas bertanya-tanya tentang hal-hal di luar pelajaran. Setelah kelas kembali kondusif, P mulai menyuruh Ss untuk membuka *handout* dan membahas *task* terakhir untuk aktivitas penutup.

Pada aktivitas penutup, Ss harus melengkapi titik-titik yang ada dalam teks sesuai dengan rekaman yang diperdengarkan. Sebelumnya P memastikan bahwa Ss telah mengerti dengan apa yang harus mereka lakukan dan telah menguasai kosakata yang mereka butuhkan. Setelah Ss siap, P memutar sebuah cuplikan film yang diambil dari Mr. Holiday, yang berisi tentang Mr. Bean yang sedang berada di sebuah restoran untuk merayakan ulang tahunnya sendiri. Ss terlihat antusias ketika video diputar. Setelah itu mereka mulai melihat video dan mengerjakan tugas yang diberikan. Setelah semua selesai, P dan Ss mendiskusikan bersama-sama jawaban dari soal tersebut.

Setelah mengoreksi jawaban bersama-sama Ss, P mulai menutup pelajaran pada hari itu dengan memberikan refleksi tentang apa yang telah mereka pelajari pada hari itu. P kemudian meminta salah seorang untuk menutup pelajaran dengan berdoa. Setelah itu P menyapa Ss dengan, “*See you, later*” dan kemudian meninggalkan kelas.

### Field Note 10

**No** : FN.10  
**Lokasi** : Ruang Kelas AP1, SMKN 4 Yogyakarta  
**Hari, tanggal** : Kamis, 2 Mei 2013  
**P** : Peneliti  
**Ss** : Siswa-siswa  
**Aktivitas** : Pertemuan 2, Cycle I

Pada pertemuan yang kedua, P memasuki ruang kelas pukul 08. 45 WIB. Ss terlihat antusias untuk kegiatan listening. Tiga orang Ss tanpa diminta membantu P menyiapkan speaker dan LCD. Siswa yang lain duduk di bangku masing-masing menunggu speaker dan LCD siap untuk digunakan. Setelah siap P meminta Ss untuk berdoa terlebih dahulu. P kemudian mengecek daftar hadir Ss, dan *mereview* materi yang kemarin dibahas. Setelah itu, P mulai memberitahukan topik apa yang akan mereka pelajari.

P menunjukkan beberapa gambar alat transportasi, kemudian menanyakan kepada Ss mana yang termasuk kendaraan umum dan kendaraan pribadi. Ss menjawab dengan suara yang keras dan bersemangat. Setelah itu, P mendiskusikan kosakata dan *language function* yang akan mereka pakai pada topik hari itu. Sebagai kegiatan awal, P membagikan *handout* dan kemudian menyuruh Ss untuk mengerjakan *task* awal pada *handout* tersebut yaitu *find the words*. Jadi, Ss harus menemukan beberapa kata yang tersedia dalam *word puzzle*. Para Ss terlihat bersemangat dan ingin menjadi yang pertama menyelesaikan tugas tersebut. Setelah selesai, P dan Ss membahas bersama-sama jawabannya.

Pada pertemuan kedua, P memutar dua podcast mengenai *public transportation 'train'*. Sebelum *podcasts* diputar, P memberikan daftar kosakata yang akan mereka dengarkan dan membahas artinya dengan Ss. Setelah dua *podcasts* diputar dan tanya jawab mengenai *podcasts* tersebut dilakukan secara lisan, P kemudian memberikan worksheet sebagai kegiatan penutup. Setelah Ss diberikan waktu untuk mempelajari soal dan kata-kata sulit yang ada dalam soal, P memutar rekaman dan Ss diharuskan menjawab soal sesuai dengan rekaman yang diberikan. Setelah selesai, P dan Ss membahas bersama-sama jawaban yang benar. Setelah selesai, P menutup pelajaran dengan memberikan feedback kepada Ss berupa refleksi dari kegiatan yang telah mereka lakukan pada hari itu. Setelah berdoa, P menutup pelajaran dan kemudian meninggalkan kelas.



### Field Note 11

**No** : FN.11  
**Lokasi** : Ruang Kelas AP1, SMKN 4 Yogyakarta  
**Hari, tanggal** : Rabu, 8 Mei 2013  
**P** : Peneliti  
**Ss** : Siswa-siswa  
**Aktivitas** : Pertemuan 3, Cycle I

Pada pertemuan terakhir di *Cycle I* ini P akan melanjutkan topik pada pertemuan sebelumnya yaitu *public transportation*. Namun, pada pertemuan ini P akan membahas *public transportation* yang berhubungan dengan ‘*plane*’ setelah pertemuan sebelumnya adalah ‘*train*’. P memasuki ruangan pukul 10. 30 WIB saat itu Ss masih berada di luar kelas sehabis pergantian jam pelajaran. Setelah melihat P datang, Ss langsung mengikuti P masuk ke ruang kelas. Seperti biasanya P memulai pelajaran dengan mengucapkan salam, menyapa Ss dan dilanjutkan dengan mengecek daftar hadir Ss. Setelah itu, P mereview pelajaran yang terakhir mereka bahas mengenai *public transportation*. P kemudian memberitahukan Ss kalau pada pertemuan ini mereka akan melanjutkan topik dengan pembahasan ‘*plane*’.

P membagikan *handout* kepada Ss. Ss kemudian melihat-lihat *handout* yang diberikan Ss. P menyuruh Ss untuk melihat gambar yang berada di halaman depan yaitu tentang aktivitas di *airport*. P kemudian menggali pengetahuan Ss dengan menanyakan hal-hal yang terkait dengan gambar tersebut. Karena mungkin hal tersebut masih baru untuk Ss, maka hanya beberapa siswa saja yang menjawab pertanyaan dari P. P kemudian memutar video tentang situasi di *airport*. Ss memperhatikan dengan seksama. Setelah video selesai, P bertanya kepada Ss tentang video yang baru saja diputar. Setelah itu, sebagai aktivitas pembuka, P menyuruh Ss untuk melihat salah satu *task* pada *handout*. Ss harus mencocokkan kata pada kolom A dengan artinya dalam kolom B. Setelah selesai, P dan Ss membahas bersama jawaban dari *task* tersebut.

Setelah itu, P mendiskusikan kosakata dan *language function* yang akan mereka pakai pada topik hari itu. P memutar sebuah podcast mengenai *public transportation* ‘*plane*. Sebelum *podcasts* diputar, P memberikan daftar kosakata yang akan mereka dengarkan dan membahas artinya dengan Ss. Setelah podcast diputar, P bertanya dan menggali informasi tentang podcast yang telah diputar.

Sebagai kegiatan penutup, P memberikan worksheet kepada Ss dan menyuruh Ss untuk mempelajarinya terlebih dahulu. Setelah siap, P memutar sebuah rekaman dan Ss harus menjawab soal sesuai dengan rekaman yang telah

diperdengarkan. Setelah mereka selesai, P dan Ss membahasa jawaban yang benar bersama-sama. Setelah itu, P menutup kegiatan belajar mengajar pada hari itu dengan memberikan refleksi tentang pelajaran yang sudah mereka pelajari hari itu.

## Field Note 12

**No** : FN.12  
**Lokasi** : Ruang Kelas AP1, SMKN 4 Yogyakarta  
**Hari, tanggal** : Rabu, 15 Mei 2013  
**P** : Peneliti  
**Ss** : Siswa-siswa  
**Aktivitas** : Pertemuan 1, Cycle II

P memasuki ruang kelas sekitar pukul 10. 30 WIB. Ketika P masuk, ada siswa yang menyambut P dengan kata, “*Listening* lagi ya, *Miss?*” P menjawab pertanyaan siswa tersebut dan kemudian ada siswa yang lain yang menambahkan, “*Nonton video lagi ada ya, Mbak? Biar ga ngantuk e.*”

P kemudian memulai pelajaran seperti biasanya dengan memberikan salam dan menyapa Ss dilanjut dengan mengecek kehadiran Ss. Setelah itu P mengulas kembali topik pelajaran pada pertemuan terakhir. Ss terlihat masih ingat dengan topik yang terakhir mereka bahas karena Ss menjawab pertanyaan P dengan baik. P kemudian memberitahu Ss kalau hari ini mereka akan belajar ‘*traffic signs*’. Ss P kemudian menanyakan kepada Ss apa arti dari ‘*traffic signs*’. Beberapa Ss terlihat diam, kemudian ada siswa yang menjawab ‘rambu-rambu lalu lintas.’

Pada kegiatan pembuka, P menunjukkan beberapa gambar rambu-rambu lalu lintas kepada Ss dan kemudian mulai menggali pengetahuan Ss dengan bertanya mengenai gambar tersebut. Setelah itu, P memutar video dan menanyakan informasi berkaitan dengan dengan video yang telah diputar kepada Ss. Setelah itu, P mendiskusikan kosakata dan *language function* yang akan mereka pakai pada topik hari itu. P kemudian memberikan Ss *worksheet* dan Ss harus mencocokkan gambar di kolom A dengan artinya di kolom B.

Pada pertemuan pertama di *Cycle I* ini ada dua podcasts yang diputar. Seperti biasa, satu persatu *podcast* diputar dan kemudian P memberikan pertanyaan lisan sesuai dengan *podcast*. Setelah itu, sebagai kegiatan penutup membacakan sebuah cerita, dan Ss harus memperhatikan tentang *signs* yang ada dicerita dan mencocokkan dengan gambar yang telah disediakan.

### Field Note 13

**No** : FN.13  
**Lokasi** : Ruang Kelas AP1, SMKN 4 Yogyakarta  
**Hari, tanggal** : Kamis, 16 Mei 2013  
**P** : Peneliti  
**Ss** : Siswa-siswa  
**Aktivitas** : Pertemuan 2, Cycle II

P memasuki ruang kelas pukul 08. 45 WIB. Setelah itu P mengucapkan salam ke Ss dan menyapa Ss dengan ‘*Good morning, Class.*’ Ss menjawab, ‘*Good morning, Miss.*’ Setelah itu P mulai mengajak Ss untuk berdoa terlebih dahulu sebelum memulai pelajaran. P kemudian mengecek daftar hadir Ss, dan mengulas kembali pelajaran yang pada pertemuan sebelumnya. P mulai mengenalkan topik yang akan dibahas pada hari itu.

Setelah itu P mulai membagikan *handout* kepada Ss. Ss kemudian diminta untuk melihat gambar yang berada di halaman pertama yaitu gambar orang-orang yang sedang tersesat dan kebingungan di jalan. P kemudian mulai mengajak Ss mendiskusikan gambar tersebut dan mendiskusikan hal-hal yang berhubungan dengan gambar. Setelah itu P menunjukkan sebuah peta. Ss diminta untuk melihat dan memperhatikan dan nantinya mereka akan menjawab beberapa pertanyaan yang berhubungan dengan peta tersebut. Setelah itu, Ss diharuskan melengkapi simbol yang ada di peta.

Setelah itu, P memberikan kosakata-kosakata dan *language function* yang akan dipakai dalam *podcasts* yang akan diputar selanjutnya. P kemudian memutar *podcast* yang pertama. Pada *podcast* yang pertama Ss terlihat memperhatikan dengan seksama karena speaker dalam podcast tersebut sedikit cepat dalam berbicara. Tetapi Ss tidak terlihat kesusahan untuk mengikutinya. Setelah podcast diputar, P kemudian menanyakan hal-hal yang berkaitan dengan podcast tersebut secara lisan dan siswa juga diharuskan menjawab secara lisan. Hal tersebut juga dilakukan oleh P kepada Ss untuk podcast yang kedua. Setelah podcast yang terakhir, para Ss terlihat sudah capek dan kelas mulai ramai. P berusaha mengendalikan kelas bertanya-tanya tentang hal-hal di luar pelajaran.

Setelah kelas kembali kondusif, P memberikan peta kepada Ss sebagai kegiatan penutup. Ss harus menjawab pertanyaan sesuai dengan yang tertera di peta dengan ‘*true*’ dan ‘*false*’. Sebelumnya P memastikan bahwa Ss telah mengerti dengan apa yang harus mereka lakukan dan telah menguasai kosakata yang mereka butuhkan. Setelah mengoreksi jawaban bersama-sama Ss, P mulai menutup pelajaran pada hari itu dengan memberikan refleksi tentang apa yang

telah mereka pelajari pada hari itu. P kemudian meminta salah seorang untuk menutup pelajaran dengan berdoa. Setelah itu P menyapa Ss dengan, “*See you, later*” dan kemudian meninggalkan kelas.

#### Field Note 14

**No** : FN.14  
**Lokasi** : Ruang Kelas AP1, SMKN 4 Yogyakarta  
**Hari, tanggal** : Rabu, 29 Mei 2013  
**P** : Peneliti  
**Ss** : Siswa-siswa  
**Aktivitas** : Pertemuan 3, Cycle II

Pada pertemuan terakhir di *Cycle II* ini P akan melanjutkan topik pada pertemuan sebelumnya yaitu *asking and giving directions*. P memasuki ruangan pukul 10. 30 WIB saat itu Ss masih berada di luar kelas sehabis pergantian jam pelajaran. Setelah melihat P datang, Ss langsung mengikuti P masuk ke ruang kelas. Seperti biasanya P memulai pelajaran dengan mengucapkan salam, menyapa Ss dan dilanjutkan dengan mengecek daftar hadir Ss. Setelah itu, P mereview pelajaran yang terakhir mereka bahas mengenai *asking and giving directions*. P kemudian memberitahukan Ss kalau pada pertemuan ini mereka akan melanjutkan topik dengan pembahasan yang sama.

Sebagai kegiatan pembuka, Ss diminta untuk memberikan nama gambar dalam bahasa Inggris. Pada awalnya Ss terlihat bingung dengan tugas yang diberikan. Namun, setelah diberikan beberapa contoh, Ss kemudian mengerti dan mulai menyelesaikan pekerjaan mereka. Setelah selesai, P dan Ss mengoreksi pekerjaan secara bersama-sama. Setelah itu, P mendiskusikan kosakata dan *language function* yang akan mereka pakai pada topik hari itu. P memutar sebuah podcast mengenai *asking and giving directions*. Setelah podcast diputar, P bertanya dan menggali informasi tentang podcast yang telah diputar.

Sebagai kegiatan penutup, P memberikan worksheet kepada Ss dan menyuruh Ss untuk mempelajarinya terlebih dahulu. Setelah siap, P memutar sebuah rekaman dan Ss harus menunjukkan jalan dan tempat yang dimaksud dalam rekaman di peta yang sudah disediakan. Ss terlihat serius ketika mengerjakan tugas tersebut. Bahkan, beberapa Ss yang dibelakang tanpa diminta langsung pindah ke depan biar bisa lebih jelas mendengarkannya. Setelah itu, P menutup kegiatan belajar mengajar pada hari itu dengan memberikan refleksi tentang pelajaran yang sudah mereka pelajari hari itu.

### Field Note 15

**No** : FN.15  
**Lokasi** : Ruang Kelas Akomodasi Perhotelan1,  
 SMKN 4 Yogyakarta  
**Hari, tanggal** : Kamis, 30 Mei 2013  
**P** : Peneliti  
**Ss** : Siswa-siswa  
**Aktivitas** : Post-test

Post-test dilaksanakan pada tanggal 30 Mei 2013. Peneliti masuk kelas sekitar pukul 8. 45 WIB. setelah mengucapkan salam, berdoa dan mengecek presensi siswa, guru mengatakan bahwa hari ini ia akan mengadakan test untuk yang terakhir kalinya.

Berbeda dengan saat diadakan *pre-test*, saat Ss mengetahui bahwa akan diadakan tes, kelas tetap tenang. Kemudian P menjelaskan kalau tes yang akan dilakukan mengenai materi-materi yang kemarin telah diberikan oleh P selama penelitian. Ss hanya memberi komentar, “*Ga susah kan, Mbak?*”

Seperti pada saat *pre-test*, P mulai membagi-bagikan lembar jawab ke semua Ss. Ss mulai membaca-baca soal yang diberikan. P menyuruh Ss untuk menanyakan jika ada hal-hal yang tidak diketahui dalam soal. Setelah semua jelas, P mulai menyuruh siswa untuk diam karena P akan segera memutar rekaman dan Ss harus mulai mengerjakan soal-soal yang diberikan berdasarkan rekaman yang diperdengarkan. P menjelaskan kalau rekaman akan diperdengarkan 3 kali. Setelah itu Ss mulai mengerjakan soal yang diberikan.

Setelah kurang lebih satu jam, dan Ss sudah selesai menjawab soal. P menyuruh Ss untuk meneliti pekerjaannya untuk yang terakhir kalinya sebelum dikumpulkan. Setelah semuanya selesai, P meminta salah seorang siswa mengumpulkan lembar jawab satu kelas. Setelah semuanya terkumpul P mengucapkan terima kasih kepada semua Ss karena sudah mengerjakan soal tes dengan tenang. Setelah itu P mulai berpamitan kepada Ss dan mengucapkan terima kasih banyak karena sudah mau bekerja sama dalam penelitian yang dilakukan oleh P.

# APPENDIX B

## Interview Guidelines

## INTERVIEW GUIDELINES 1

### **Reconnaissance Step**

For the teacher

1. Bagaimana biasanya mengajar bahasa Inggris di kelas?
2. Bagaimana mengajar Listening di kelas?
3. Materi untuk Listening biasanya mengambil darimana?
4. Apakah mempunyai kesulitan ketika mencari materi untuk Listening?
5. Untuk mengajar Listening apakah memakai media atau tidak?

For the students

1. Apakah Anda suka dengan pelajaran bahasa Inggris? Alasan.
2. Di bahasa Inggris ada 4 skills: Listening, Speaking, Reading dan Writing. Kalau menurut Anda, Listening itu susah tidak? Alasan.
3. Menurut Anda, pelajaran bahasa Inggris di kelas sekarang ini bagaimana? (Guru, media, dan materi).
4. Apa harapan Anda untuk proses pembelajaran bahasa Inggris di kelas, khususnya Listening?

## INTERVIEW GUIDELINES 2

### **Reflection Step Cycle I**

For the teacher

1. Bagaimana menurut Anda proses pembelajaran yang telah dilakukan oleh peneliti?
2. Adakah kekurangan-kekurangan yang terdapat dalam proses pembelajaran yang dilakukan oleh peneliti? Kalau ada, solusi apakah yang dapat diterapkan untuk mengatasi kekurangan tersebut?
3. Bagaimanakan dengan penggunaan podcasts, classroom English, serta pre-listening, while-listening, dan post-listening yang diterapkan oleh peneliti?
4. Apakah saran Anda yang mungkin dapat dilakukan di *pertemuan/cycle* berikutnya untuk memperbaiki kualitas pengajaran?

For the students

1. Apakah peneliti dapat menyampaikan materi dengan jelas dan mudah dipahami?
2. Apakah penggunaan classroom English di kelas efektif?
3. Bagaimana menurut Anda dengan aktivitas yang dilakukan pada pre-listening, while-listening dan post-listening?
4. Apakah podcasts yang digunakan menarik dan mudah dipahami?
5. Bagaimana pendapat Anda mengenai pembelajaran Listening menggunakan podcasts yang dilakukan oleh peneliti?



### INTERVIEW GUIDELINES 3

#### **Reflection Step Cycle II**

For the teacher

1. Bagaimana menurut Anda proses pembelajaran yang telah dilakukan oleh peneliti?
2. Adakah kekurangan-kekurangan yang terdapat dalam proses pembelajaran yang dilakukan oleh peneliti? Kalau ada, solusi apakah yang dapat diterapkan untuk mengatasi kekurangan tersebut?
3. Bagaimanakan dengan penggunaan podcasts, classroom English, serta pre-listening, while-listening, dan post-listening yang diterapkan oleh peneliti pada cycle II?
4. Apakah kekurangan-kekurangan yang terdapat di cycle I sudah dapat diatasi di cycle II ?

For the students

1. Apakah peneliti dapat menyampaikan materi dengan jelas dan mudah dipahami?
2. Apakah penggunaan classroom English di kelas efektif?
3. Bagaimana menurut Anda dengan aktivitas yang dilakukan pada pre-listening, while-listening dan post-listening?
4. Apakah podcasts yang digunakan menarik dan mudah dipahami?
5. Bagaimana pendapat Anda mengenai pembelajaran Listening menggunakan podcasts yang dilakukan oleh peneliti?

# APPENDIX C

## Interview Transcripts

**Interview 1**

**Hari, tanggal** : Jumat, 22 Maret 2013  
**Tempat** : Ruang Tata Usaha SMKN 4 Yogyakarta  
**Waktu** : Pukul 09. 05 WIB

**P** : Peneliti  
**KTU1** : Karyawan Tata Usaha1  
**KTU2** : Karyawan Tata Usaha2

- 
- P : "Assalamualaikum"
- KTU1 : "Waalaikumsalam, mari Mbak. Ada yang bisa dibantu?"
- P : "Iya Pak, saya Idha mahasiswa Pendidikan Bahasa Inggris dari UNY. Maaf Pak, mau tanya kalau di sini bisa untuk penelitian skripsi tidak ya Pak?"
- KTU1 : "Oh, iya Mbak. Bisa kok, udah banyak mahasiswa yang sering penelitian di sini. Silahkan Mbaknya ngomong sama ibu yang di meja itu aja. Beliau yang sering ngurusin ijin-ijin penelitian gitu."
- P : "Oh, iya Pak. Terima kasih ya Pak."
- KTU1 : "Iya, sama-sama Mbak."
- P mendatangi KTU2 yang ditunjukkan oleh KTU1.*
- P : "Selamat pagi Bu."
- KTU2 : "Pagi Mbak. Gimana Mbak?"
- P : "Maaf Bu, saya Idha mahasiswa Pendidikan Bahasa Inggris dari UNY ingin mengadakan penelitian untuk skripsi di sini. Bisa Bu?"
- KTU2 : "Ya bisa-bisa saja Mbak, asal ada surat ijinnya dari kampus, gubernur, sama walikota. Terus sama proposalnya yang udah di-acc di kampus."
- P : "Oh iya Bu, tapi untuk surat-suratnya saya belum bawa e Bu. Kalau mau observasi dulu boleh Bu? Ini saya sudah bawa surat ijin untuk observasinya."
- KTU2 : "Oh gitu. Ya gapapa Mbak. Saya minta ya surat ijin observasinya. Tapi maaf Mbak, Mbaknya baru bisa dapat persetujuan dari Kepala Sekolah besok Senin e. Soalnya sekarang beliau baru ada acara dan baru hari Senin ke sekolahnya. Gimana?"
- P : "Ya tidak apa-apa Bu. Nanti saya hari Senin ke sini lagi aja."
- KTU2 : "Iya Mbak, nanti sekalian surat ijin buat penelitiannya kalau udah ada."
- P : "Iya Bu. Kalau begitu saya pamit dulu ya Bu. Terima kasih banyak."
- KTU2 : "Iya Mbak, hati-hati ya."

**Interview 2**

**Hari, tanggal** : **Senin, 25 Maret 2013**  
**Tempat** : **Ruang Tata Usaha SMKN 4 Yogyakarta**  
**Waktu** : **Pukul 09. 30 WIB**

**P** : **Peneliti**  
**KTU** : **Karyawan Tata Usaha**

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P : "Selamat pagi, Bu."  
KTU : "Pagi, Mbak. Ada yang bisa dibantu Mbak?"  
P : "Begini Bu, saya yang hari Jumat kemarin masukin surat ijin observasi, terus katanya baru hari ini bisa dapat persetujuan dari Kepala Sekolah."  
KTU : "Oh, iya Mbak. Atas nama siapa ya kemarin? Saya liat dulu."  
P : "Idha Kurniasari Dewi Bu, dari UNY."  
KTU : "Oh, yang ini ya Mbak?"  
P : "Iya, Bu."  
KTU : "Ini udah dapat guru pembimbing Mbak, Ibu Misiyah namanya. Tapi beliau sekarang baru ada acara di luar sekolah e. Gini aja, Mbaknya saya kasih nomer HP-nya nanti SMS beliau sendiri ya bisa ketemu kapan."  
P : "Ga apa-apa Bu kalau saya SMS beliau?"  
KTU : "Ga apa-apa Mbak, beliau juga sudah tahu kok, sudah dapat surat untuk jadi pembimbing Mbaknya dari Kepala Sekolah juga."  
P : "Gitu ya Bu. Iya, terima kasih banyak kalau begitu Bu."  
KTU : "Ini no HP-nya Mbak."  
P : "Ya Bu, terima kasih. Saya langsung pamit aja kalau begitu ya Bu. Terima kasih banyak."  
KTU : "Iya Mbak, sama-sama."

**Interview 3**

**Hari, tanggal** : **Selasa, 26 Maret 2013**  
**Tempat** : **Ruang Piket dan Ruang Tamu SMKN 4 Yogyakarta**  
**Waktu** : **Pukul 10. 00 WIB**

**P** : **Peneliti**  
**PP** : **Petugas Piket**  
**GP** : **Guru Pembimbing**

---

P : "Selamat pagi, Bu."  
PP : "Pagi, Mbak. Ada yang bisa dibantu Mbak?"  
P : "Begini Bu, saya mau bertemu dengan Ibu Misiyah guru bahasa Inggris."  
PP : "Sudah janji sama beliau Mbak?"  
P : "Sudah Bu, kata beliau bisa ketemu hari ini jam 10. 00 WIB."

- pp : “Oh gitu Mbak, silakan ditunggu dulu di sana. Saya panggilkan dulu.”
- P : “Iya Bu, terima kasih.”  
*P menuju ruang tamu yang ditunjuk PP dan menunggu GP.*
- GP : “Halo Mbak.”
- P : “Iya Bu, selamat pagi. Saya Idha yang kemarin mau penelitian di sini, dari jurusan Pendidikan Bahasa Inggris UNY.”
- GP : “Heem Mbak. Terus emang mau penelitian tentang apa Mbak?”
- P : “Ini Bu, *Improving Listening Skills through the Use of Podcasts*.”
- GP : “Oh, listening ya Mbak. Terus rencananya mau ambil kelas apa?”
- P : “Iya Bu. Rencana mau ambil kelas Akomodasi Perhotelan kelas X Bu.”
- GP : “Weh, tapi saya ga ngajar di kelas itu e Mbak.”
- P : “Iya ya Bu? Ibu ngajar kelas berapa?”
- GP : “Kelas Akomodasi Perhotelan saya ngajar, tapi kelas XI. Kalau yang kelas X saya ngajar di jurusan Tata Boga.”
- P : “Aduh, begitu ya Bu.”
- GP : “Iya Mbak. Ya sekarang, tergantung Mbaknya mau gimana. Kalau mau sama saya ya milih kelas yang saya ajar. Atau kalau mau di kelas Akomodasi Perhotelan kelas X juga bisa, tapi nanti guru pembimbingnya Buan saya.”
- P : “Kalau di kelas itu siapa Bu yang ngajar?”
- GP : “Bu Nining Mbak.”
- P : “Kira-kira boleh ga ya Bu kalau saya penelitian di kelas itu sama bu Nining?”
- GP : “InsyaAllah boleh Mbak, bu Nining orangnya enak kok. Saya kasih nomer HP-nya beliau aja ya. Nanti SMS sendiri janji dan lain-lainnya. Nanti saya juga tak bilang ke bu Nining kalau Mbaknya mau penelitian di kelas beliau.”
- P : “Iya Bu, gitu aja ga apa-apa. Saya coba ke kelas Akomodasi Perhotelan kelas X aja ya Bu. Maaf ya Bu udah ngrepotin.”
- GP : “Haha, iya Mbak. Saya juga ga apa-apa. Saya malah takutnya nanti ga bisa maksimal bantu Mbaknya soalnya saya juga sibu ke sana sini e.”
- P : “Iya Bu, terima kasih banyak ya Bu. Saya mau langsung pamitan aja kalau gitu Bu.”
- GP : “Yo Mbak, ini nomer HP-nya bu Nining.”
- P : “Terima kasih Bu.”

**Interview 4**

**Hari, tanggal** : Rabu, 27 Maret 2013  
**Tempat** : Ruang tamu SMKN 4 Yogyakarta  
**Waktu** : Pukul 11. 00 WIB

**P** : Peneliti  
**PP** : Petugas Piket  
**GP** : Guru Pembimbing

- P : “Selamat pagi, Pak. Maaf, saya bisa bertemu dengan Ibu Nining, guru bahasa Inggris?”
- PP : “Pagi Mbak, oiya sebentar ya Mbak. Saya lihat dulu. Ditunggu di situ dulu sebentar Mbak.”
- P : “Iya Pak, terima kasih.”
- PP : “Mbak, Bu Nining masih ngajar e ini sampai jam 12. 00. Gimana Mbak, mau ditunggu apa gimana?”
- P : “Iya, Pak saya tunggu aja. Terima kasih ya Pak.”
- PP : “Iya Mbak, ditunggu di sini aja ga apa-apa. Mbaknya SMS ibunya aja kalau menunggu di ruang tamu gitu.”
- P : “Iya, Pak.”
- P menunggu GP selesai mengajar di ruang tamu. Setelah beberapa saat menunggu GP datang menemui P.*
- GP : “Selamat siang, Mbak. Maaf ya, menunggu lama.”
- P : “Iya Bu, saya Idha mahasiswa Pendidikan bahasa Inggris dari UNY yang mau mengadakan penelitian skripsi di kelas X Akomodasi Perhotelan.”
- GP : “Iya Mbak, kemarin Bu Misiyah sudah ngomong sama saya kok. Emangnya mau penelitian tentang apa Mbak?”
- P : “Ini Bu, *Improving Listening Skills through the Use of Podcasts*”
- GP : “Oh, iya. Terus kenapa milih kelas X AP (Akomodasi Perhotelan) Mbak?”
- P : “Iya Bu, dari kemarin emang sengaja milih jurusan itu soalnya yang nanti membutuhkan penggunaan bahasa Inggris secara langsung Bu. Kan di hotel gitu biasanya sering harus melayani tamu *native speaker of english*. Kalau ga, bule-bule *non-native speaker of English* yang Pake bahasa Inggris untuk mempermudah komunikasinya.”
- GP : “Oh ya ya Mbak, saya ngerti. Selain AP ada juga kok jurusan Jasa Pariwisata yang mungkin juga butuh bahasa Inggris secara langsung untuk ke depannya. Tapi saya tidak ngajar jurusan itu e, hehe..”
- P : “Iya Bu, saya ambil kelas X AP ibu aja. Terus sebelumnya saya mau observasi dulu Bu, bisa bu?”
- GP : “Bisa Mbak, kalau mau besok saya ada kelas di AP1 jam 08. 45 WIB. Kalau mau besok bisa langsung observasi Mbak. Soalnya lebih cepat lebih baik. Sebentar lagi kelas 3 udah ujian Mbak, terus abis itu nanti kelas 1 dan 2 juga ujian akhir.”
- P : “Oh, begitu ya Bu. Kira-kira kelas 1 ujian akhir kapan Bu?”

- GP : “Awal bulan Juni Mbak.”
- P : “Iya Bu, kalau begitu besok pagi saya mau observasi sekalian di kelas ibu.”
- GP : “Iya Mbak, datang lebih awal aja biar nanti Mbaknya ga telat.”
- P : “Iya Bu. Maaf ini ibu sebelumnya ada waktu tidak? Saya mau tanya-tanya sedikit ini Bu tentang pengajaran bahasa Inggris di kelas AP1.”
- GP : “Iya Mbak, silahkan. Kebetulan ini baru jam istirahat kok. Sebentar ya Mbak saya ambilkan minum dulu.”
- P : “Aduh Bu, ga usah repot-repot.”
- GP : “Ga apa-apa Mbak, orang tinggal ngambil aja kok.”
- 
- GP : “Ini Mbak, diminum dulu. Oh iya, mau tanya-tanya apa?”
- P : “Aduh ibu, malah ngrepotin. Terima kasih ya Bu. Gini Bu, kalau siswa di kelas AP1 ini karakternya bagaimana Bu?”
- GP : “Ya, rata-rata Mbak. Semuanya hampir sama, beberapa ada yang menonjol pinter di kelas. Tapi ada juga yang sukanya ramai gitu. Tapi enak-enak kok muridnya, ga ada yang nakal gitu.”
- P : “Kalau tanggapan mereka ketika pelajaran bahasa Inggris gimana Bu?”
- GP : “Ya biasa aja Mbak, sama seperti pelajaran-pelajaran yang lainnya.”
- P : “Kalau ibu, biasa ngajarnya bahasa Inggris bagaimana Bu.”
- GP : “Kalau saya Pakai LKS Mbak, LKS yang ini. Ini udah lengkap kok. Ga terlalu sulit juga buat murid-muridnya.”
- P : “Ibu, kalau ngajar listening materinya bagaimana Bu?”
- GP : “Kalau saya biasanya mengambil dari *at&t* Mbak.”
- P : “Apa itu Bu?”
- GP : “Sebentar ya Mbak, saya Bua laptop dulu. Saya tunjukkin langsung aja.”
- 
- GP : “Ini lho Mbak, Bua webnya ini, terus kita tinggal ngetik apa yang mau diucapkan, terus milih speakernya yang mana, terus sudah. Saya kalau listening ya Cuma gitu aja, mudah, jad ianak- anak tidak pada bingung.”
- P : “Oh, iya Bu saya ngerti.”
- GP : “Nah, kalau podcasts itu bagaimana Mbak?”
- P : “Ya hampir sama kaya audio and video biasa Bu. Tapi podcasts biasanya ada serinya gitu, bisa dicari lewat *google* Bu nanti banyak banget contoh-contohnya.
- GP : “Oh iya ini Mbak. Kaya gini ya contohnya. terus ini kalau mau make harus di *download* dulu ya Mbak? Susah ga ini Mbak downloadnya?”
- P : “Iya Bu, harus didownload biar lebih mudah muternya. Tidak susah kok, klik *download* aja nanti langsung bisa. Itu juga gratis kok Bu.”
- GP : “Oh ya yaa, banyak banget ya Mbak ini contohnya. Coba besok saya juga kalau listening tk nyari materi dari podcasts juga. hehe..”
- P : “Hehe, silakan dicoba Bu.”
- GP : “Masih ada yang mau ditanyain lagi Mbak?”

- P : “Sementara itu dulu aja Bu, besok saya langsung observasi aja di kelas AP1. Terus sekarang ini saya mau pamit aja Bu, mau ke kampus juga.”
- GP : “Iya Mbak boleh, besok jangan lupa ya jam 08. 45 WIB.”
- P : “Iya terima kasih banyak ya Bu.”
- GP : “Iya sama-sama Mbak. Tehnya dihabisin dulu Mbak.”
- P : “Hehe, iya Bu.”

#### **Interview 5**

**Hari, tanggal** : **Kamis, 28 Maret 2013**

**Tempat** : **Kelas Akomodasi Perhotelan 1, SMKN 4 Yogyakarta**

**Waktu** : **Pukul 08. 45 WIB**

**P** : **Peneliti**

**G** : **Guru**

- 
- P : “Selamat pagi, Bu.”
- G : “Pagi Mbak. Sebentar ya Mbak, saya masih siap- siap ini mau listening to nanti saya.”
- P : “Iya Bu ga apa-apa. Oh ini speakernya bawa sendiri to Bu?”
- G : “Iya Mbak, Pake punya saya sendiri ini.”
- P : “Di sekolah ga ada speaker apa Bu?”
- G : “Ada Mbak speaker, tapi besar terus harus minjem di ruang TU bawanya berat. Yang ini suaranya udah cukup buat satu kelas kok Mbak.”
- P : “Kalau di laboratorium bahasa gimana Bu?”
- G : “Ada Mbak, tapi kadang sering diPake kelas lain gitu daripada Cuma kesana nanti diPake terus kan kelasnya juga jauh nanti waktunya keburu habis. Ayo Mbak, ke kelas sekarang aja.”
- P : “Iya Bu, mari saya bantu bawa speakernya.”
- G : “Terima kasih Mbak.”



**Interview 6**

**Hari, tanggal** : Kamis, 28 Maret 2013  
**Tempat** : Kelas Akomodasi Perhotelan 1, SMKN 4 Yogyakarta  
**Waktu** : Pukul 10. 15 WIB

**P** : Peneliti  
**G** : Guru

- 
- G : “Gimana Mbak, udah cukup belum observasinya?”  
P : “Udah Bu, terima kasih ya Bu. Ini saya mau wawancara sama beberapa siswa dulu Bu di sini.”  
G : “Oh iya boleh Mbak. Kalau gitu saya ke ruang guru aja ya, nanti kalau Mbak Idha masih butuh itu wawancara sama saya saya tunggu di sana aja.”  
P : “Iya Bu.”

**Interview 7**

**Hari, tanggal** : Kamis, 28 Maret 2013  
**Tempat** : Kelas Akomodasi Perhotelan 1, SMKN 4 Yogyakarta  
**Waktu** : Pukul 10. 30 WIB

**P** : Peneliti  
**S1** : Bagus Teja S  
**S2** : Galang Bima Ardiansyah  
**S3** : Septian Indra P  
**S4** : Willy Sanjaya C  
**S5** : Fajar Nur Cahyo

- 
- P : “Selamat siang aDek- aDek. Kenalan dulu ya, saya Idha. Boleh kenalan dulu satu- satu.”  
S1 : “Saya Bagus teja Mbak, panggil Bagus aja.”  
S2 : “Aku Galang.”  
S3 : “Indra.”  
S4 : “Willy Mbak.”  
S5 : “ Saya Fajar Mbak.”  
P : “Sebelumnya maaf ya mengganggu, boleh ga saya tanya- tanya sama kalian tentang pelajaran bahasa Inggris?”  
S1 : “Ya boleh Mbak, silakan aja.”  
P : “Pertanyaan pertama ya, kalian suka ga sama pelajaran bahasa Inggris, sama alasannya. Coba urut dari Bagus, Galang, Indra, Willy terus Fajar?”  
S1 : “Kalau saya suka Mbak. Tapi kalau pas mudah aja, kalau susah jadi ga suka.”  
P : “Yang susah itu yang bagaimana Dek maksudnya?”  
S1 : “Ya itu Mbak, misalnya materinya susah, terus saya ga mudeng maksudnya apa gitu, terus biasanya jadi males.”

- P : “Oh, begitu. Kalau kamu Galang?”
- S2 : “Saya ga terlalu suka Mbak. Soalnya susah e, terus ga mudeng jadi bosen gitu.”
- P : “Wah, begitu ya. Terus kalau Indra gimana?”
- S3 : “Lumayan suka Mbak, soalnya kalau di maen *game* gitu sering banyak bahasa Inggrisnya, haha.”
- P : “Haha, boleh juga Dek, kalau gitu. Terus Willy?”
- S4 : “Sama kayak Bagus Mbak, suka kalau mudah tapi kalau susah ga suka.”
- P : “Susahnya itu yang seperti apa?”
- S4 : “Pokoknya yang bikin ga mudeng Mbak. Susah untuk dipahami maksudnya apa gitu, kadang emang bikin males.”
- P : “Fajar?”
- S5 : “Kalau saya suka Mbak sama bahasa Inggris. Soalnya ya keren aja gitu kayaknya kalau bisa bahasa Inggris. Hehe.”
- P : “Oke, terima kasih ya. Lanjut ke pertanyaan kedua ya. Di bahasa Inggris ada 4 skills: *Listening*, *Speaking*, *Reading* dan *Writing*. Kalau menurut kalian, *Listening* itu susah tidak?”
- S1 : “Em, engga Mbak. Eh, tergantung juga deng. Kalau terlalu cepet biasanya susah.”
- P : “Terlalu cepet apanya Dek?”
- S1 : “Itu Mbak rekamannya terlalu cepet.”
- P : “Oh iya, kalau Galang?”
- S2 : “Saya sih dasarnya ga suka aja Mbak, jadi ya susah menurut saya.”
- P : “Wah, gitu ya. Indra?”
- S3 : “Tergantung Mbak, kalau materinya menarik jadi ga susah terus semangat mendengarkannya soalnya. Tapi kalau ga menarik terus susah dapet intinya apa gitu Mbak.”
- P : “Iya betul itu Dek. Saya juga kayak gitu. Hehe. Kalau Willy?”
- S4 : “Kadang-kadang susah, kadang- kadang mudah Mbak. Tergantung *mood* juga e kalau *Listening* itu Mbak kalau saya.”
- P : “Oke, fajar?”
- S5 : “Sama kayak Willy Mbak, saya juga tergantung *mood*-nya.”
- P : “*Next*, pertanyaan selanjutnya adalah bagaimana menurut kalian pelajaran bahasa Inggris di kelas khususnya *Listening* kayak tadi itu?”
- S1 : “Ya lumayan Mbak. Tapi kadang- kadang bosen juga e. Soalnya kaya gitu terus.”
- P : “Pernah Pake video kalau *listening*? Atau film gitu?”
- S2 : “Ga pernah Mbak.”
- S5 : “Eh, pernah deng Mbak. Dulu pernah pelajarannya nonton film gitu terus suruh bikin ringkasan filmnya.”
- S2 : “Oh, iya deng.”
- P : “Lanjut, gimana Galang menurut kamu?”
- S2 : “Ya menurut saya udah enak Mbak, gurunya juga enak Mbak kalau ngajar. Ga galak, terus sabar. Soalnya kelas ini kan rame banget. Hehe.”

- S4 : “*Kan koe to ketuane.*”
- P : “Haha, *uwes-uwes*. Lanjut ke Indra.”
- S3 : “Menurut saya ga menarik Mbak. Kadang-kadang saya males e kalau listening gitu-gitu aja. Tapi kalau gurunya enak kok.”
- P : “Kalau materinya jelas ga menurut kalian?”
- S3 : “Cukup jelas kok.”
- P : “Next, Willy?”
- S4 : “Iya udah lumayan Mbak.”
- P : “Suka ga kalau kayak gitu?”
- S4 : “Engga terlalu Mbak.”
- S2 : “*Pie to koe ki?* haha.”
- P : “Haha, terakhir Fajar. Gimana menurut kamu?”
- S5 : “Gurunya Mbak?”
- P : “Ya bisa, terus materinya bisa dipahami ga?”
- S5 : “Kalau gurunya enak Mbak, sabar juga. Materinya juga lumayan mudah dipahami kok.”
- P : “Oke, pertanyaan terakhir ya. Kalau kalian pengennya pelajaran bahasa Inggris itu yang gimana? Khususnya listening.”
- S1 : “Yang menarik Mbak, ga mbosenin.”
- S3 : “Iya Mbak, misalnya Pake video gitu.”
- S2 : “Kalau Pake video atau film tapi yang ada sub-titlenya Mbak. Soalnya biar mudeng gitu.”
- S4 : “Yo enak banget kalau ada itunya *no*.”
- P : “Kalau menurutmu, Willy?”
- S4 : “Iya itu tadi Mbak, yang menarik. Kalau perlu nanti pelajaran di luar kelas gitu. Terus ketemu sama bule langsung kan malah lebih efektif kan Mbak, hehe.”
- S1 : “Haha, dasar.”
- S3 : “Bule *lokal wae po Wil?*”
- P : “Haha, iya. Kalau menurut Fajar?”
- S5 : “Sama Mbak, pokoknya yang menarik, ga mbosenin, pake video itu tadi contohnya.”
- P : “Oke, kayaknya udah cukup ini. Terima kasih banyak ya semuanya.”
- S1 : “Sama-sama Mbak.”

**Interview 8**

**Hari, tanggal** : Kamis, 28 Maret 2013  
**Tempat** : Kelas Akomodasi Perhotelan 1, SMKN 4 Yogyakarta  
**Waktu** : Pukul 10. 50 WIB

**P** : Peneliti  
**S1** : Catur Dwiokti Safitri  
**S2** : Mutiara Suci D S  
**S3** : Anissa Yuniar Nugraha  
**S4** : Lia Nur Yulianti

- 
- P : "Selamat siang aDek- aDek. Kenalan dulu ya, saya Idha. Boleh kenalan dulu satu- satu."
- S1 : "Catur Dwiokti Mbak, panggil aja Okti."
- S2 : "Tiara Mbak."
- S3 : "Anissa, Nisa aja Mbak."
- S4 : "Saya Lia Mbak."
- P : "Sebelumnya maaf ya mengganggu, boleh ga saya tanya- tanya sama kalian tentang pelajaran bahasa Inggris?"
- S1 : "Boleh Mbak, silakan."
- S2 : "Tapi mbayar lho Mbak, haha."
- P : "Haha. Oke, langsung aja ya. Pertanyaan pertama ya, kalian suka ga sama pelajaran bahasa Inggris, sama alasannya. Coba urut dari Okti, Tiara, Nisa terus Lia."
- S1 : "Suka Mbak, soalnya menarik. Saya malah pengen bisa bahasa Inggris biar bisa *cas cis cus* sama bule gitu Mbak."
- P : "Bagus, kalau Tiara?"
- S2 : "Kalau saya sih tergantung Mbak. Bahasa Inggrisnya yang gimana dulu. Kalau yang pas pelajarannya menarik saya suka, tapi kalau ga menarik saya ga suka."
- S3 : "Sama, saya juga kaya gitu Mbak."
- P : "Kaya gitu gimana Dek?"
- S3 : "Suka kalau pelajarannya menarik Mbak, kalau ga jadi ga suka e."
- P : "Oiya, terus kalau menurut Lia?"
- S4 : "Kalau saya suka Mbak, ya karena bahasa Inggris keren aja gitu kayaknya. Hehe."
- P : "Wah jawaban Lia hampir sama kayak jawaban siapa tadi ya, Fajar apa ya. Hehe. Oke, lanjut ke pertanyaan kedua. Di bahasa Inggris ada 4 skills: *Listening*, *Speaking*, *Reading* dan *Writing*. Kalau menurut kalian, *Listening* itu susah tidak?"
- S1 : "Nah, kalau yang itu tergantung Mbak. Tergantung materinya. Kadang-kadang susah, kadang-kadang engga. Jadi ga tentu Mbak."
- S2 : "Aku juga seperti itu Mbak, tapi lebih banyak susahnyanya kalau saya."
- P : "Iya, kalau Nisa sama Lia gimana?"
- S3 : "Ya hampir sama Mbak. Tergantung materinya. Kadang kalau rekamannya terlalu cepat gitu suka ga mudeng e maksudnya apa."

- S4 : “Iya Mbak betul. Saya juga kayak gitu.”
- P : “Duh kalian ini ya, kompakan banget jawabnya,”
- S3 : “Ya emang kayak gitu e Mbak, hehe.”
- P : “Oke deh. Lanjut lagi ya ke pertanyaan selanjutnya. Pertanyaan selanjutnya adalah bagaimana menurut kalian pelajaran bahasa Inggris di kelas khususnya Listening kayak tadi itu?”
- S1 : “Menurut saya pelajarannya bu Nining enak kok Mbak. Gurunya sabar, terus juga ga susah-susah kalau ngasih tugas.”
- P : “Biasanya Pake Buu atau apa kalau ngajar bu Nining?”
- S1 : “Pakai LKS Mbak biasanya. Cuma kalau pas *Listening* ya kayak tadi itu Mbak.”
- P : “LKSnya beli sendiri apa gimana?”
- S2 : “Belinya di bu Nining juga Mbak. Nanti satu kelas ngumpulim ke bendahara terus pesen di bu Nining.”
- P : “Kalau menurut Tiara gimana?”
- S2 : “Menurut saya juga udah lumayan enak kok Mbak.”
- P : “Mudeng ga kalau pelajaran bahasa Inggris sama bu Nining?”
- S2 : “Kalau saya sih masih lumayan mudeng Mbak.”
- S3 : “Saya juga iya Mbak, soalnya udah kebiasa kayak gitu jadi mudah-mudah aja.”
- P : “Kalau Lia gimana, biasanya kalau pelajaran bu Nining pas *listening* gimana?”
- S4 : “Ya kaya tadi itu Mbak , Cuma dikasih gambar terus dengerin rekaman terus jawab.
- P : “Susah tidak Dek menurutmu kalau kayak gitu? Terus suka tidak?”
- S4 : “Engga Mbak, mudah kok. Tapi ya bosen kalau gitu- gitu terus.”
- P : “Terus pengennya kalau *listening* yang bagaimana Dek?”
- S4 : “Ya mungkin Pakai video Mbak, belum pernah e soal e. Tapi videonya yang tidak susah- susah biar kita ngerti maksudnya apa.”
- P : “Iya, kalau Okti, Tiara, sama Nisa kalau pelajaran bahasa Inggris khususnya *Listening* sukanya yang bagaimana?”
- S3 : “Sama kayak Lia Mbak, mungkin yang ada videonya gitu biar ga bosen.”
- S2 : “Iya, mungkin ditambah *games* atau apa gitu Mbak.”
- S1 : “Iya Mbak, setuju kayak gitu.”
- P : “Oke deh, kayaknya itu aja. Terima kasih ya semuanya. Maaf ya kalau udah mengganggu.”
- Ss : “Iya Mbak, sama-sama. Semoga sukses ya Mbak.”
- P : “Aamiin.”

**Interview 9**

**Hari, tanggal** : Kamis, 28 Maret 2013  
**Tempat** : Kelas Akomodasi Perhotelan 1, SMKN 4 Yogyakarta  
**Waktu** : Pukul 11.00 WIB

**P** : Peneliti  
**G** : Guru

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- G : “Gimana Mbak, udah wawancaranya sama anak-anak?”  
P : “Udah Bu, alhamdulillah.”  
G : “Terus masih ada yang mau ditanyain ga Mbak sama saya?”  
P : “Iya Bu, ibu ada waktu?”  
G : “Iya Mbak, sekarang aja ga apa-apa. Oh iya, kalau saya kayak gitu tadi Mbak kalau listening.”  
P : “Itu tadi materinya yang diambil dari *at&t* kemarin itu ya Bu?”  
G : “Iya Mbak.”  
P : “Kalau listening pernah pakai video tidak Bu? Apa mengambil dari *at&t* terus?”  
G : “Belum pernah Mbak Pakai video. Seringnya dari *at&t* itu tadi. Biasanya kalau di ujian nasional kan soalnya yang kayak gitu, jadi biar anak- anak terbiasa dengan soal yang kayak di ujian nasional Mbak. Kadang kalau Pakai video gitu takutnya nanti mereka pada tidak mudeng Mbak, soalnya terlalu cepat atau kurang jelas gitu.”  
P : “Kalau film gitu Bu?”  
G : “Pernah, Mbak. Terus abis itu anak-anak tak suruh bikin *summary*nya.”  
P : “Kalau Ibu sering merasa kesulitan tidak kalau mencari materi buat listening?”  
G : “Iya, kadang-kadang Mbak. Makanya kalau listening saya cuma ngambil dari *at&t* itu tadi.”  
P : “Mungkin itu dulu Bu, ini saya mau ke kampus dulu e.”  
G : “Oh, iya Mbak. Terus mulai kapan mau penelitiannya?”  
P : “Besok insya Allah saya ke sini lagi Bu. Nganterin surat ijin penelitian. Kalau udah di-acc nanti saya langsung menemui ibu lagi buat membahas penelitian Bu.”  
G : “Iya Mbak, nanti sms saya aja ya.”  
P : “Iya Bu, terima kasih.”

**Interview 10**

**Hari, tanggal** : Kamis, 15 April 2013  
**Tempat** : Ruang Tata Usaha (RTU), SMKN 4 Yogyakarta  
**Waktu** : Pukul 10. 00 WIB

**P** : Peneliti  
**KTU** : Karyawan Tata Usaha

- 
- P : "Selamat pagi Bu."  
 KTU : "Pagi Mbak, gimana ada yang bisa saya bantu?"  
 P : "Ini Bu saya yang kemarin mau penelitian di sini, udah observasi, terus ini mau menyerahkan surat ijin penelitian yang dibutuhkan."  
 KTU : "Oh iya Mbak, coba saya lihat dulu ya."  
 P : "Iya Bu, silahkan."  
 KTU : "Iya Mbak, ini udah lengkap. Tapi untuk surat persetujuan dari Kepala Sekolah kalau besok gimana Mbak? Soalnya hari ini beliau baru ada rapat e."  
 P : "Oh gitu ya Bu, kalau besok kira-kira jam berapa?"  
 KTU : "Ya jam 09. 00 an mungkin udah Mbak."  
 P : "Iya Bu, ga apa-apa. Kalau gitu saya langsung pamit aja ya Bu. Terima kasih."  
 KTU : "Iya. Sama-sama Mbak."

**Interview 11**

**Hari, tanggal** : Rabu, 1 Mei 2013  
**Tempat** : Ruang Guru, SMKN 4 Yogyakarta  
**Waktu** : Pukul 12. 10 WIB

**P** : Peneliti  
**G** : Guru

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- P : "Selamat siang Bu."  
 G : "Pagi Mbak."  
 P : "Maaf Bu, ada waktu tidak Bu. Mau tanya-tanya tentang mengajar saya hari ini e."  
 G : "Iya Mbak, silakan. Tadi itu menurut saya ngajarnya udah bagus kok Mbak. Ga keliatan *nervous* Mbaknya."  
 P : "Iya, terima kasih Bu. Terus bagaimana dengan step-step saya mengajar Bu, terus aktivitas-aktivitasnya?"  
 G : "Iya, udah bagus Mbak. Ada *pre-listening* sama *post-listening* itu juga bagus jadi anak-anak ga langsung masuk ke materi gitu."  
 P : "Kalau podcasts yang saya gunakan bagaimana Bu?"  
 G : "Udah sesuai sama materinya kok Mbak. Tapi mungkin ada beberapa yang masih bingung gitu. Kan soalnya masih baru Mbak, jadi kalau bisa ya podcastnya jangan yang susah-susah dulu."  
 P : "Oh iya Bu, terima kasih ya mungkin itu dulu."

- G : “Iya Mbak sama-sama. Besok mau ngajar pertemuan kedua kan Mbak?”  
 P : “Iya Bu.”  
 G : “Materi buat besok udah siap?”  
 P : “Iya Bu, insya Allah sudah.”  
 G : “Ya udah Mbak, sampai ketemu besok ya.”

### **Interview 12**

**Hari, tanggal** : **Rabu, 08 Mei 2013**  
**Tempat** : **Kantin SMKN 4 Yogyakarta**  
**Waktu** : **Pukul 12. 30 WIB**

**P** : **Peneliti**  
**S1** : **Afina Miftahul Jannah**  
**S2** : **Ita Rahmawati**

- 
- P : “Selamat siang adek-adek. Boleh mengganggu sebentar ga? Sebentar aja kok.”  
 S1 : “Siang Mbak. Iya ga apa-apa kok. Tapi ini kita sambil makan ga apa-apa ya Mbak.”  
 P : “Oh iya ga apa-apa. Ini mau tanya, tadi mudeng ga sama yang saya sampaikan di kelas?”  
 S2 : “Iya mudeng kok Mbak.”  
 P : “Terus setuju ga kalau saya pakai bahasa Inggris gitu di kelas?”  
 S1 : “Iya ga apa-apa Mbak, biar kita juga kebiasa gitu Mbak sama bahasa Inggris.”  
 S2 : “Iya Mbak, tadi kita juga mudeng kok pas Mbaknya ngomong bahasa Inggris.”  
 P : “Iya bagus kalau seperti itu. Terus kalau aktivitasnya di kelas gimana?”  
 S1 : “Suka Mbak, tadi pake ada pengantarnya gitu dulu. Ga langsung ke materi. Terus dikasih kata-kata yang susah dulu jadi pas dengerin kita udah ngerti gitu. Sama ada crossword puzzle juga itu mbak, jadi ga monoton”  
 P : “Kalau podcastsnya atau rekamannya tadi susah ga?”  
 S2 : “Ada yang susah Mbak tadi. Tapi kan terus dijelasin sama Mbaknya.”  
 P : “Iya udah kalau gitu Dek, itu dulu aja. Terima kasih ya. Maaf mengganggu ya.”  
 S1 : “Engga kok Mbak, Sama-sama ya Mbak.”



**Interview 13**

**Hari, tanggal** : Rabu, 08 Mei 2013  
**Tempat** : Kelas Akomodasi Perhotelan1, SMKN 4 Yogyakarta  
**Waktu** : Pukul 12. 10 WIB

**P** : Peneliti  
**S1** : Bagus Sandi C  
**S2** : Ferdy Yuda Putra  
**S3** : Fajar Nur Cahyo

- 
- P : “Halo semua, mau ganggu sebentar ini.”  
S1 : “Lama juga ga apa-apa Mbak, hehe.”  
P : “Haha, mau nanya-nanya tentang pelajaran sama saya kemarin e.”  
S1 : “Iya boleh Mbak. Silakan.”  
P : “Gini, menurut kalian gimana kemarin saya ngajarnya? Jelas apa ga?”  
S1 : “Ya jelas kok Mbak, saya mudeng kok.”  
P : “Terus kalau Yuda sama Eka?”  
S2 : “Saya juga mudeng kok Mbak, udah jelas kok.”  
S3 : “Saya juga Mbak.”  
P : “Kalau saya pake bahasa Inggris selama pelajaran kayak kemarin gimana?”  
S2 : “Ya ga apa-apa Mbak, asal kalau kita ga mudeng diulang pake bahasa Indonesia.”  
S3 : “Iya Mbak, tapi ga kadang emang ada yang ga mudeng Mbak.”  
P : “Yang ga mudengnya gimana Dek?”  
S3 : “Ya kadang-kadang pas Mbaknya jelasin apa gitu terus ada kata-kata ya ga tau Mbak. Tapi terus abis itu nanti mudeng kok.”  
P : “Sip deh kalau gitu, terus kalau aktivitas-aktivitasnya gimana Dek?”  
S1 : “Yang sebelum *listening* gitu ya Mbak?”  
P : “Iya semuanya, ada yang sebelum *listening*, pas *listening* terus sama sesudah *listening* itu.”  
S1 : “Kalau saya suka Mbak. Ada cuplikan film ‘Mr. bean’ juga sebelum *listening* itu. Haha lucu.”  
S2 : “Iya Mbak, terus dikasih kata-kata yang susah dulu sebelum dengerin jadi pas dengerin udah tau itu maksudnya apa gitu.”  
P : “Terus kalau podcastsnya? Rekamannya itu? Terlalu susah ga buat kalian?”  
S3 : “Ya lumayan Mbak, ada yang cepet banget ngomongnya terus ketinggalan gitu.”  
S2 : “Iya, saya kan dibelakang Mbak, jadi kadang ada bagian-bagian yang ga jelas gitu Mbak.”  
P : “Oh gitu ya dek. Tapi secara keseluruhan suka ga kalau pelajaran bahasa Inggris, khususnya *listening* kayak gitu?”  
S1 : “Suka kok Mbak.”  
S2,S3 : “Iya Mbak, suka.”

**Interview 14**

**Hari, tanggal** : Rabu, 08 Mei 2013  
**Tempat** : Ruang Guru, SMKN 4 Yogyakarta  
**Waktu** : Pukul 12. 30 WIB

**P** : Peneliti  
**G** : Guru

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- P : "Selamat siang Bu."  
 G : "Iya Mbak, gimana ada yang bisa saya bantu?"  
 P : "Gini Bu, mau sedikit tanya-tanya mengenai ngajar saya yang kemarin-kemarin itu."  
 G : "Iya boleh Mbak, silakan."  
 P : "Menurut Ibu bagaimana dengan 3 pertemuan yang saya lakukan kemarin Bu?"  
 G : "Menurut saya bagus Mbak. Mbaknya sudah bekerja dengan baik. Bisa membuat siswa termotivasi untuk listening. Mereka memperhatikan dan aktif di kelas."  
 P : "Menurut Ibu, podcasts ini menarik tidak Bu buat para siswa?"  
 G : "Tentu Mbak. Para siswa jadi tertarik karena belum tau podcasts sebelumnya."  
 P : "Menurut ibu apakah penggunaan podcasts itu efektif?"  
 G : "Ya, podcasts efektif buat ngajar listening. Tapi karena podcasts itu masih sesuatu yang baru ya Mbak buat anak-anak, jadi mungkin Mbaknya bisa pake podcasts yang levelnya gak terlalu susah buat mereka."  
 P : "Maksudnya terlalu susah Bu?"  
 G : "Ya, yang ngomongnya ga terlalu cepet gitu, yang bikin mereka ga mudeng maksud isinya apa gitu Mbak."  
 P : "Mungkin ada yang lain Bu kekurangannya apa?"  
 G : "Mungkin Cuma itu tadi kok, Mbak. Besok udah mau mulai Cycle II ya Mbak?"  
 P : "Iya Bu."  
 G : "Terus udah siap materinya?"  
 P : "Sudah Bu, kalau seperti ini gimana Bu?"  
 G : "Oh ya saya liat dulu Mbak. Ya kayak gn ga apa-apa."  
 P : "Iya Bu, kalau gitu terima kasih banyak ya Bu."  
 G : "Iya Mbak, sama-sama."

**Interview 15**

**Hari, tanggal** : Rabu, 08 Mei 2013  
**Tempat** : Ruang Piket, SMKN 4 Yogyakarta  
**Waktu** : Pukul 13. 00 WIB

**P** : Peneliti  
**S** : Dwi Okti

- 
- P : “Halo Okti, ngapain di sini?”  
 S : “Ini Mbak lagi nungguin temen.”  
 P : “Terus bisa tanya-tanya bentar ga?”  
 S : “Ya boleh aja Mbak.”  
 P : “Apakah kamu senang sama pelajaran saya kemarin?”  
 S : “Iya Mbak pasti. Seneng, materinya menarik. Belum pernah Mbak sebelumnya pakai kayak gitu. Biasanya kan cuma jawab pertanyaan sesuai dengan rekaman gitu. Terus juga jadi ga ngantuk di kelas.”  
 P : “Menurut kamu podcasts efektif apa tidak kalau buat listening?”  
 S : “Iya Mbak. Suka. Jadi semangat gitu. Apalagi ada videonya.”  
 P : “Menurut kamu, podcasts yang saya kasih itu susah apa tidak?”  
 S : “Ya kadang-kadang Mbak, susahnya itu pas kalau ngomongnya cepet gitu. Terus ga mudeng maksudnya apa. Tapi kan Mbaknya kan udah ngasih kata-kata yang susahnya sama gambar-gambar dulu buat jelasin materinya gitu, jadi kita tahu gitu nanti yang dibahas apa.”  
 P : “Ya udah dek kalau gitu, itu temennya udah dateng ya. Makasih ya.”  
 S : “Iya, sama-sama Mbak. Saya duluan ya Mbak.”

**Interview 16**

**Hari, tanggal** : Rabu, 29 Mei 2013  
**Tempat** : Kelas Akomodasi Perhotelan1, SMKN 4 Yogyakarta  
**Waktu** : Pukul 11. 50 WIB

**P** : Peneliti  
**S1** : Aditya Utama R  
**S2** : Muhammad Asykarul S  
**S3** : Reza Zainul Malik

- 
- P : “Halo kalian, saya mau wawancara dikit nih. Bisa tidak?”  
 S1 : “Iya boleh Mbak.”  
 P : “Kalian ngerti ga sama penjelasanya kemarin pas pelajaran itu?”  
 S1 : “Kalau saya mudeng Mbak.”  
 P : “Kalau kamu?”  
 S2 : “Saya juga Mbak.”  
 S3 : “Saya iya Mbak.”  
 P : “Terus kalau saya pake bahasa Inggris di kelas gitu gimana? Mudeng ga?”

- S2 : “Mudeng ko Mbak. Ga masalah, malah jadi kebiasa gitu pake bahasa Inggris sekarang.”
- S3 : “Iya, tapi kalau pake bahasa Inggris jangan cepet-cepet ya Mbak ngomongnya.”
- P : “Iya. kalau aktivitas-aktivitasnya di kelas bagaimana?”
- S1 : “Menarik Mbak. Ada Mr. bean juga, hehe.”
- S2 : “Iya, terus juga ada yang jelasin kata-kata susahnya itu Mbak. Jadi, udah tau pas ngeliat podcastnya, ga bingung gitu.”
- P : “Kalau podcastsnya?”
- S3 : “Ya cukup Mbak. Ada yang cepet ngomongnya sih. Tapi pas udah diulang gitu terus jadi mudeng kok Mbak.”
- S2 : “Iya Mbak, saya setuju.”
- P : “Terus suka ga kalau pelajaran bahasa Inggrisnya, khususnya listening kaya yang saya lakuin kemarin?”
- S1 : “Seneng Mbak, kalau bisa ya kayak gitu terus.”
- S2 : “Iya Mbak, Bu Nining juga disuruh kayak gitu.”
- p : “Iya kalau kamu?”
- S3 : “Sama Mbak.”
- P : “Ya udah kalau gitu, sekarang kalian boleh istirahat dulu, udah bel itu.”
- S2 : “Iya Mbak.”

#### **Interview 17**

**Hari, tanggal** : Rabu, 29 Mei 2013  
**Tempat** : Ruang Guru, SMKN 4 Yogyakarta  
**Waktu** : Pukul 12. 00 WIB

**P** : Peneliti  
**G** : Guru

- 
- P : “Selamat siang Bu.”
- G : “Siang Mbak. Gimana?”
- P : ““Bagaimana menurut ibu tiga pertemuan di cycle dua kemarin Bu?”
- G : “Menurut saya lebih baik Mbak. Podcasts yang dipakai sesuai sama kemampuan siswanya, ga terlalu susah ga terlalu mudah juga. Mereka jawabnya juga baik.”
- P : “Menurut ibu, podcastnya masih terlalu susah tidak?”
- G : “Tidak Mbak, udh bisa menyelesaikan yang msih kurang di cycle pertama kemarin kok, ya itu tadi ga terlalu susah ga terlalu mudah juga. Apalagi pas mere-play bagian-bagian mereka yang tidak mudeng itu menurut saya bagus.”
- P : “Lalu, apakah ibu berkeinginan untuk memakai podcasts juga kalau mengajar listening Bu?”
- G : “Iya pasti Mbak, soalnya kan udah dikasih tau sama Mbak.”

- P : “Iya, Bu. Terus menurut Ibu gimana? Sudah cukup apa masih perlu menambah cycle lagi Bu?”
- G : “Sudah cukup kok Mbak, udah banyak peningkatannya menurut saya. Tinggal besok post-test aja kan?”
- P : “Iya Bu, besok rencana saya mau post-test.”
- G : “Iya semoga lancar ya Mbak.”
- P : “Aamiin, makasih ya Bu.”

### **Interview 18**

**Hari, tanggal** : **Rabu, 29 Mei 2013**  
**Tempat** : **Kantin, SMKN 4 Yogyakarta**  
**Waktu** : **Pukul 12. 15 WIB**

**P** : **Peneliti**  
**S1** : **Aditya Utama R**  
**S2** : **Muhammad Asykarul S**

- 
- P : “Selamat siang, lagi pada istirahat ya?”
- S1 : “Iya ini Mbak, mau wawancara mesti ya?”
- P : “Iya Dek, bisa?”
- S1 : “Iya Mbak, silahkan.”
- P : “Seneng sama pelajarannya saya ga dek?”
- S1 : “Iya Mbak, seneng.”
- P : “Ngerti ga maksud atau isi dari podcasts yang saya perlihatkan kemarin-kemarin itu?”
- S1 : “Taulah Mbak. Soalnya podcastnya bagus-bagus. Bisa langsung ngeliat gitu gimana kalau mereka ngomong langsung dari video. Terus kadang-kadang lucu gitu Mbak. Bikin ga bosan sama ngantuk di kelas.”
- P : “Eh kamu juga siswa AP1 kan?”
- S2 : “Iya Mbak.”
- P : “Kalau menurut kamu gimana?”
- S2 : “Sama Mbak kayak yang dibilang Adit tadi, suka juga saya. Soalnya menarik. Tapi kalau ngasih tugas jangan yang susah-susah ya Mbak.”
- P : “Iya, hehe. Kalau gitu terima kasih ya semuanya.”
- S2 : “Iya Mbak.”

**Interview 19**

**Hari, tanggal** : Rabu, 08 Mei 2013  
**Tempat** : Ruang Piket, SMKN 4 Yogyakarta  
**Waktu** : Pukul 13. 00 WIB

**P** : Peneliti  
**S** : Bagus Teja

- 
- P : “Halo Teja, ngapain di sini?”  
 S : “Ga ngapa-ngapain Mbak. Lagi duduk-duduk aja ini.”  
 P : “Terus bisa tanya-tanya bentar ga?”  
 S : “Boleh Mbak, silakan.”  
 P : “Seneng sama pelajarannya saya ga Dek?”  
 S : “Iya Mbak, pasti. Seneng, soalnya materinya menarik.”  
 P : “Ngerti ga maksud atau isi dari podcasts yang saya perlihatkan kemarin-kemarin itu?”  
 S : “Iya Mbak, ngerti kok. Soalnya kan sebelumnya udah dikasih tau kata-kata susahnya, terus juga kalau ada bagian yang susah diulang sama Mbaknya.”  
 P : “Sip deh kalau gitu, eh itu udah bel. Masuk kelas sana. Makasih ya.”  
 S : “Iya Mbak, sama-sama.”

**Interview 20**

**Hari, tanggal** : Kamis, 30 Mei 2013  
**Tempat** : Ruang Guru, SMKN 4 Yogyakarta  
**Waktu** : Pukul 12. 30 WIB

**P** : Peneliti  
**G** : Guru

- 
- P : “Selamat siang Bu.”  
 G : “Siang Mbak, gimana udah selesai post-testnya?”  
 P : “Sudah Bu.”  
 G : “Terus ada kesulitan apa tidak Mbak?”  
 P : “Alhamdulillah tidak Bu, lancar kok tadi.”  
 G : “Terus berarti ini pertemuan terakhir ya Mbak?”  
 P : “Iya Bu ini saya mau mengucapkan terima kasih sama Ibu selama ini udah dibantu, terus kalau saya banyak kurangnya minta maaf ya Bu.”  
 G : “Iya Mbak, sama-sama. Saya juga seneng kok Mbak, jadi tau podcasts juga sekarang karena Mbaknya juga.”  
 P : “Iya Bu, saya langsung pamit aja kalau begitu ya Bu.”  
 G : “Iya Mbak, nanti kalau misalnya butuh apa-apa lagi gitu ke sini aja, tapi sms dulu ya Mbak.”  
 P : “Iya Bu, terima kasih.”

# APPENDIX D

## Observation Sheets

### Observation Sheet 1

**Date** : March 28<sup>th</sup>, 2013  
**Activity** : Observation Class  
**Observer** : Reseacher

No.	Observation Item	Yes	No	Comment
A.	Opening Activities 1. The teacher greets the students, and asks students' condition. 2. The students respond to the greeting and tell their condition to the teacher. 3. The teacher asks one of students to lead the prayer. 4. The teacher checks the attendance. 5. The teacher reviews the last meeting material.	✓ ✓ ✓ - ✓ ✓	- - - ✓ - -	The teacher leads the prayer by herself.
B.	Main Activities 1. The teacher does pre-listening activities. 2. The teacher plays the recordings. 3. The students identify the expressions used in input text. 4. The teacher distributes handouts. 5. The teacher checks students' understanding. 6. The teacher gives the students opportunity to ask questions. 7. The students deliver their questions to the teacher. 8. The students can understand the recordings. 9. The teacher does post-test activities.	- - ✓ - ✓ ✓ - ✓ -	✓ ✓ - ✓ - - ✓ - ✓	The teacher plays the audios which are not completed by videos. The teacher only distributes the answer sheets. The teacher does not do the pre and post listening activities.



C.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>1. The teacher summarizes and reflects the lesson.</li> <li>2. The students reflect their learning.</li> <li>3. The teacher gives further guiding to the students.</li> <li>4. The teacher previews on the upcoming materials.</li> <li>5. The teacher ends the class by praying.</li> </ol>	<p>✓ - - - ✓</p>	<p>- ✓ ✓ ✓ -</p>	The teacher previews the last materials.
D.	<p>Class situation</p> <ol style="list-style-type: none"> <li>1. The students show enthusiasm and interest in the subject being taught.</li> <li>2. The students are highly motivated during the lesson.</li> <li>3. The students are actively involved in each class activity.</li> <li>4. The time allocation is appropriate.</li> </ol>	<p>- - - ✓</p>	<p>✓ ✓ ✓ -</p>	Some students are sleepy and get bored.
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> <li>1. The teacher uses a textbook or handouts.</li> <li>2. The media is used by the teacher are sufficient in the teaching and learning process.</li> <li>3. The teacher uses interesting media such as videos or pictures in the teaching and learning process.</li> <li>4. The teacher provides appropriate models and authentic materials to listening processes.</li> </ol>	<p>- - - -</p>	<p>✓ ✓ ✓ ✓</p>	The teacher does not use any videos.

### Observation Sheet 2

**Date** : May 1<sup>st</sup>, 2013  
**Activity** : Meeting 1 Cycle I  
**Observer** : English Teacher

No.	Observation Item	Yes	No	Comment
A.	Opening Activities 1. The researcher greets the students, and asks students' condition. 2. The students respond to the greeting and tell their condition to the researcher. 3. The researcher asks one of students to lead the prayer. 4. The researcher checks the attendance. 5. The researcher reviews the last meeting material.	✓ ✓ - ✓ -	- - ✓ - ✓	The teacher leads the prayer by herself.  This is the first meeting.
B.	Main Activities 1. The researcher does pre-listening activities. 2. The researcher plays the recordings. 3. The students identify the expressions used in input text. 4. The researcher distributes handouts. 5. The researcher checks students' understanding. 6. The researcher gives the students opportunity to ask questions. 7. The students deliver their questions to the researcher. 8. The students can understand the recordings. 9. The researcher does post-test activities.	✓ ✓ ✓ ✓ ✓ ✓ - ✓ ✓	- - - - - - ✓ - -	

C.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>1. The researcher summarizes and reflects the lesson.</li> <li>2. The students reflect their learning.</li> <li>3. The researcher gives further guiding to the students.</li> <li>4. The researcher previews on the upcoming materials.</li> <li>5. The researcher ends the class by praying.</li> </ol>	<p>✓ - ✓ - ✓</p>	<p>- ✓ - ✓ -</p>	<p>The reseacher does not tell students about the upcoming materials.</p>
D.	<p>Class situation</p> <ol style="list-style-type: none"> <li>1. The students show enthusiasm and interest in the subject being taught.</li> <li>2. The students are highly motivated during the lesson.</li> <li>3. The students are actively involved in each class activity.</li> <li>4. The time allocation is appropriate.</li> </ol>	<p>✓ ✓ - ✓</p>	<p>- - ✓ -</p>	
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> <li>1. The researcher uses a textbook or handouts.</li> <li>2. The media is used by the researcher are sufficient in the teaching and learning process.</li> <li>3. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</li> <li>4. The researcher provides appropriate models and authentic materials to listening processes.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	<p>The researcher uses handouts made by herself.</p> <p>The researcher uses podcasts and vodcasts.</p>

### Observation Sheet 3

**Date** : May 2<sup>nd</sup>, 2013  
**Activity** : Meeting 2 Cycle I  
**Observer** : English Teacher

No.	Observation Item	Yes	No	Comment
A.	Opening Activities 1. The researcher greets the students, and asks students' condition. 2. The students respond to the greeting and tell their condition to the researcher. 3. The researcher asks one of students to lead the prayer. 4. The researcher checks the attendance. 5. The researcher reviews the last meeting material.	✓ ✓ ✓ ✓ ✓	- - - - -	
B.	Main Activities 1. The researcher does pre-listening activities. 2. The researcher plays the recordings. 3. The students identify the expressions used in input text. 4. The researcher distributes handouts. 5. The researcher checks students' understanding. 6. The researcher gives the students opportunity to ask questions. 7. The students deliver their questions to the researcher. 8. The students can understand the recordings. 9. The researcher does post-test activities.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	- - - - - - - -	There are three students who deliver their questions to the researcher.

C.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>1. The researcher summarizes and reflects the lesson.</li> <li>2. The students reflect their learning.</li> <li>3. The researcher gives further guiding to the students.</li> <li>4. The researcher previews on the upcoming materials.</li> <li>5. The researcher ends the class by praying.</li> </ol>	<p>✓ - ✓ - ✓</p>	<p>- ✓ - ✓ -</p>	<p>The reseacher does not tell students about the upcoming materials.</p>
D.	<p>Class situation</p> <ol style="list-style-type: none"> <li>1. The students show enthusiasm and interest in the subject being taught.</li> <li>2. The students are highly motivated during the lesson.</li> <li>3. The students are actively involved in each class activity.</li> <li>4. The time allocation is appropriate.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> <li>1. The researcher uses a textbook or handouts.</li> <li>2. The media is used by the researcher are sufficient in the teaching and learning process.</li> <li>3. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</li> <li>4. The researcher provides appropriate models and authentic materials to listening processes.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	<p>The researcher uses handouts made by herself.</p> <p>The researcher uses podcasts and vodcasts.</p>



C.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>1. The researcher summarizes and reflects the lesson.</li> <li>2. The students reflect their learning.</li> <li>3. The researcher gives further guiding to the students.</li> <li>4. The researcher previews on the upcoming materials.</li> <li>5. The researcher ends the class by praying.</li> </ol>	<p>✓ - ✓ - ✓</p>	<p>- ✓ - ✓ -</p>	<p>The reseacher does not tell students about the upcoming materials.</p>
D.	<p>Class situation</p> <ol style="list-style-type: none"> <li>1. The students show enthusiasm and interest in the subject being taught.</li> <li>2. The students are highly motivated during the lesson.</li> <li>3. The students are actively involved in each class activity.</li> <li>4. The time allocation is appropriate.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> <li>1. The researcher uses a textbook or handouts.</li> <li>2. The media is used by the researcher are sufficient in the teaching and learning process.</li> <li>3. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</li> <li>4. The researcher provides appropriate models and authentic materials to listening processes.</li> </ol>	<p>✓ ✓  ✓ ✓</p>	<p>- - - -</p>	<p>The researcher uses handouts made by herself.</p> <p>The researcher uses podcasts and vodcasts.</p>





C.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>1. The researcher summarizes and reflects the lesson.</li> <li>2. The students reflect their learning.</li> <li>3. The researcher gives further guiding to the students.</li> <li>4. The researcher previews on the upcoming materials.</li> <li>5. The researcher ends the class by praying.</li> </ol>	<p>✓ - ✓ - ✓</p>	<p>- ✓ - ✓ -</p>	<p>The reseacher does not tell students about the upcoming materials.</p>
D.	<p>Class situation</p> <ol style="list-style-type: none"> <li>1. The students show enthusiasm and interest in the subject being taught.</li> <li>2. The students are highly motivated during the lesson.</li> <li>3. The students are actively involved in each class activity.</li> <li>4. The time allocation is appropriate.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> <li>1. The researcher uses a textbook or handouts.</li> <li>2. The media is used by the researcher are sufficient in the teaching and learning process.</li> <li>3. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</li> <li>4. The researcher provides appropriate models and authentic materials to listening processes.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	<p>The researcher uses handouts made by herself.</p> <p>The researcher uses podcasts and vodcasts.</p>

## Observation Sheet 6

**Date** : May 16<sup>th</sup>, 2013  
**Activity** : Meeting 2 Cycle II  
**Observer** : English Teacher

No.	Observation Item	Yes	No	Comment
A.	Opening Activities			
	1. The researcher greets the students, and asks students' condition.	✓	-	
	2. The students respond to the greeting and tell their condition to the researcher.	✓	-	
	3. The researcher asks one of students to lead the prayer.	✓	-	
	4. The researcher checks the attendance.	✓	-	
	5. The researcher reviews the last meeting material.	-	✓	
B.	Main Activities			
	1. The researcher does pre-listening activities.	✓	-	
	2. The researcher plays the recordings.	✓	-	
	3. The students identify the expressions used in input text.	✓	-	
	4. The researcher distributes handouts.	✓	-	
	5. The researcher checks students' understanding.	✓	-	
	6. The researcher gives the students opportunity to ask questions.	✓	-	
	7. The students deliver their questions to the researcher.	✓	-	
	8. The students can understand the recordings.	✓	-	
	9. The researcher does post-test activities.	✓	-	

C.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>1. The researcher summarizes and reflects the lesson.</li> <li>2. The students reflect their learning.</li> <li>3. The researcher gives further guiding to the students.</li> <li>4. The researcher previews on the upcoming materials.</li> <li>5. The researcher ends the class by praying.</li> </ol>	<p>✓ - ✓ - ✓</p>	<p>- ✓ - ✓ -</p>	<p>The reseacher does not tell students about the upcoming materials.</p>
D.	<p>Class situation</p> <ol style="list-style-type: none"> <li>1. The students show enthusiasm and interest in the subject being taught.</li> <li>2. The students are highly motivated during the lesson.</li> <li>3. The students are actively involved in each class activity.</li> <li>4. The time allocation is appropriate.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> <li>1. The researcher uses a textbook or handouts.</li> <li>2. The media is used by the researcher are sufficient in the teaching and learning process.</li> <li>3. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</li> <li>4. The researcher provides appropriate models and authentic materials to listening processes.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	<p>The researcher uses handouts made by herself.</p> <p>The researcher uses podcasts and vodcasts.</p>

## Observation Sheet 7

**Date** : May 29<sup>th</sup>, 2013  
**Activity** : Meeting 3 Cycle II  
**Observer** : English Teacher

No.	Observation Item	Yes	No	Comment
A.	Opening Activities			
	1. The researcher greets the students, and asks students' condition.	✓	-	
	2. The students respond to the greeting and tell their condition to the researcher.	✓	-	
	3. The researcher asks one of students to lead the prayer.	✓	-	
	4. The researcher checks the attendance.	✓	-	
	5. The researcher reviews the last meeting material.	✓	-	
B.	Main Activities			
	1. The researcher does pre-listening activities.	✓	-	
	2. The researcher plays the recordings.	✓	-	
	3. The students identify the expressions used in input text.	✓	-	
	4. The researcher distributes handouts.	✓	-	
	5. The researcher checks students' understanding.	✓	-	
	6. The researcher gives the students opportunity to ask questions.	✓	-	
	7. The students deliver their questions to the researcher.	✓	-	
	8. The students can understand the recordings.	✓	-	
	9. The researcher does post-test activities.	✓	-	

C.	<p>Closing Activities</p> <ol style="list-style-type: none"> <li>1. The researcher summarizes and reflects the lesson.</li> <li>2. The students reflect their learning.</li> <li>3. The researcher gives further guiding to the students.</li> <li>4. The researcher previews on the upcoming materials.</li> <li>5. The researcher ends the class by praying.</li> </ol>	<p>✓ - ✓ - ✓</p>	<p>- ✓ - ✓ -</p>	<p>The reseacher does not tell students about the upcoming materials.</p>
D.	<p>Class situation</p> <ol style="list-style-type: none"> <li>1. The students show enthusiasm and interest in the subject being taught.</li> <li>2. The students are highly motivated during the lesson.</li> <li>3. The students are actively involved in each class activity.</li> <li>4. The time allocation is appropriate.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> <li>1. The researcher uses a textbook or handouts.</li> <li>2. The media is used by the researcher are sufficient in the teaching and learning process.</li> <li>3. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</li> <li>4. The researcher provides appropriate models and authentic materials to listening processes.</li> </ol>	<p>✓ ✓ ✓ ✓</p>	<p>- - - -</p>	<p>The researcher uses handouts made by herself.</p> <p>The researcher uses podcasts and vodcasts.</p>



# APPENDIX E

## Course Grid

**Course Grid of Improving the Listening Skills through the Use of Podcasts for the Tenth Grade Students of Hotel Accommodation  
Department of SMK Negeri 4 Yogyakarta in the Academic Year of 2012 / 2013**

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials					Time Allocation
				Topics	Functions	Key Structure	Vocabulary	Podcasts	
Communicating in the Novice level of English	1.6. Understanding simple memo and menu, timetable and schedule of public transportation, and traffic signs.	Students are able to:  a. Understand the simple menus.  b. Understand the itinerary (timetable and schedule of public transportation).  c. Understand the traffic signs.	<b>a. Understanding the menu</b>  <i>Exploration (Pre-listening)</i> - The teacher shows some pictures (people eating in the restaurant) and asks some questions to the students. - The teacher shows a video "Mr. Bean at the Restaurant". - The teacher asks some questions related to the video. - The teacher shows and discuss the two example of the menu in the restaurant. - The teacher gives some vocabulary and the language functions that will be used in the next podcasts and	Menus in the Restaurant	Requesting something (ordering meals)	<b>S + would + like + v1 + ...</b>  Examples: We would to order right now. I'd like to order ....  <b>Can/could I have..</b>  Example: Can I have the fillet steak please?	<b>Verb:</b> fried baked boiled mashed steamed  <b>Noun:</b> bill, main course, appetizer, dessert  meat, wine, fish	"Speaking English - How to order in a restaurant"  Source : <a href="http://www.youtube.com/watch?v=fWafyMV9ug">http://www.youtube.com/watch?v=fWafyMV9ug</a>  03_Pre-Intermediate_At the restaurant(1)_Ordering a meal  Source : <a href="http://www.youtube.com/watch?v=uaQFoVo7JGs">http://www.youtube.com/watch?v=uaQFoVo7JGs</a>  Breakfast - Sesame Street Podcast  Source : <a href="http://www.youtube.com/watch?v=gVdT5o2FbPs">http://www.youtube.com/watch?v=gVdT5o2FbPs</a>	2 x 45 minutes  1 meeting



			<p>explains the use of the vocabularies in the context.</p> <p><b>Elaboration</b> (While-listening)</p> <ul style="list-style-type: none"> <li>- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher's questions orally. Then, the teacher and the students discuss the answers together.</li> <li>- The students are given the worksheets.</li> <li>- The students are given a time to read the questions and ask if there is a new or difficult word.</li> </ul> <p><b>Confirmation</b> (Post-listening)</p> <ul style="list-style-type: none"> <li>- The teacher plays a movie clip "Mr. Bean – Restaurant"</li> </ul>		<p>Offering something (offering menus)</p>	<p>Could I get the bill please?</p> <p><b>Would you like....</b></p> <p>Example:</p> <p>Would you like to order now?</p> <p>How would you like your meat, sir?</p> <p>Would you like some mineral water, sir?</p>	<p><b>Adjective:</b> rare medium-rare medium well-done</p>	<p>How to order in a Restaurant in English</p> <p>Source : <a href="http://www.youtube.com/watch?v=4OGQDOI2KQ8">http://www.youtube.com/watch?v=4OGQDOI2KQ8</a></p>	
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			<ul style="list-style-type: none"> <li>- The students should summarize the short movie clip in the worksheet provided by the teacher.</li> <li>- The students summarize the movie clip by filling in the blank with the words provided.</li> <li>- The teacher and the students correct the answer and discuss the answer one by one together.</li> </ul>						
			<b>b. Understanding the itinerary</b> <i>Exploration</i> <i>(Pre-listening)</i> <ul style="list-style-type: none"> <li>- The teacher shows some pictures and asks some questions to the students.</li> <li>- The teacher gives some vocabulary and the language functions that will be used in the next</li> </ul>	Travelling by Train  At the Airport	Getting the transportation	<b>by + form</b> of transport Examples: by bus..	<b>Verb:</b> depart, delay, board, fly, arrive,	“ESL Podcast 290 – Riding the Subway” Source: <a href="http://www.eslpod.com">www.eslpod.com</a>	4 x 45 minutes  2 meeting



			<p>discuss the answers together.</p> <ul style="list-style-type: none"> <li>- The students are given the worksheets.</li> <li>- The students are given a time to read the questions and ask if there is a new or difficult word.</li> </ul> <p><b>Confirmation</b> (Post-listening)</p> <ul style="list-style-type: none"> <li>- The students are given the worksheets.</li> <li>- The students are given a time to read the questions and ask if there is a new or difficult word.</li> <li>- The teacher plays a recording.</li> <li>- The students should answer the questions provided.</li> <li>- The teacher and the students correct the answer and discuss the answer one by one together.</li> </ul>						
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			<p><b>Elaboration</b> (While-listening)</p> <ul style="list-style-type: none"> <li>- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher' questions orally. Then, the teacher and the students discuss the answers together.</li> <li>- The students are given the worksheets.</li> <li>- The students are given a time to read the questions and ask if there is a new or difficult word.</li> </ul> <p><b>Confirmation</b> (Post-listening)</p> <ul style="list-style-type: none"> <li>- The teacher read a story.</li> <li>- The students should listen to the teacher and pay attention when the teacher</li> </ul>		<p>You are <b>not permitted to</b></p> <p>It is <b>prohibited to</b></p> <p>It is <b>forbidden to</b></p>	<p><b>Adjective:</b> here, there, fast, slippery, slow</p>	<p>“Help Shawn The Train teach the car about traffic signs!” Source: <a href="http://www.youtube.com/watch?v=2ma4YNjGxow">http://www.youtube.com/watch?v=2ma4YNjGxow</a></p>	
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			<p>says some traffic signs.</p> <ul style="list-style-type: none"> <li>- Then, the students write the symbols next to the symbols provided. The teacher and the students correct the answer and discuss the answer one by one together.</li> </ul>						
	1.7. Understanding the foreign words and terminology and the simple sentences based on the formula.	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>a. Identify the direction;</li> <li>b. Understand the map;</li> <li>c. Understand expressions for giving direction and location.</li> </ul>	<p><b>Exploration</b> (Pre-listening)</p> <ul style="list-style-type: none"> <li>- The teacher shows some pictures and asks some questions to the students.</li> <li>- The teacher shows a map and discusses it with the students.</li> <li>- After discussing the map, the students are asked to complete the names of the symbols on the map.</li> <li>- The teacher gives the students vocabulary task.</li> <li>- The students should match the pictures</li> </ul>	Asking and Giving Direction	Preposition	<p>straight</p> <p>right , left, cross, beside, next to, behind</p> <p>across from in front of</p>	<p><b>Verb:</b> go, take, direct, follow, tell, turn</p> <p><b>Noun:</b> block sidewalk T-Junction A junction round about</p>	<p>“<a href="#">Unit 4 Learn English 13 Asking for and giving directions</a>” Source: <a href="http://www.youtube.com/watch?v=hTVq0dl9_us">http://www.youtube.com/watch?v=hTVq0dl9_us</a></p> <p>“Asking and giving directions” Source: <a href="http://www.youtube.com/watch?v=PhrbQ4x9vRI">http://www.youtube.com/watch?v=PhrbQ4x9vRI</a></p>	<p>4 x 45 minutes</p> <p>2 meetings</p>

			<p>and the English sentences.</p> <ul style="list-style-type: none"> <li>- The teacher gives some vocabulary and the language functions that will be used in the next podcasts and explains the use of the vocabularies in the context.</li> </ul> <p><b>Elaboration</b> (While-listening)</p> <ul style="list-style-type: none"> <li>- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher's questions orally. Then, the teacher and the students discuss the answers together.</li> <li>- The students are given the worksheets.</li> <li>- The students are given a time to read the questions and ask if there is a new or difficult word.</li> </ul>		<p>Asking for the direction</p>	<p><b>Where is</b> the ...?</p> <p><b>Can you</b> tell me where...?</p> <p><b>How do I</b> get to...?</p> <p>I'm looking for...</p> <p><b>Would you</b> tell me the way to...?</p>	<p><b>Adjective:</b> straight, left, right, down, up, near, far</p>	<p>"Learn English 04 - Directions"</p> <p>Source: <a href="http://www.youtube.com/watch?v=esmO9nysj6g">http://www.youtube.com/watch?v=esmO9nysj6g</a></p>	
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			<p><b>Confirmation</b> (Post-listening)</p> <ul style="list-style-type: none"> <li>- The teacher gives a map to the students.</li> <li>- The students should answer the true-false question based on the map.</li> <li>- The students fill the words missing and find the places in the map based on the recording.</li> <li>- The teacher and the students correct the answer and discuss the answer one by one together.</li> </ul>		Giving direction	<p><b>Go...</b></p> <p><b>Turn</b> left/right at the...</p> <p><b>It's</b> on the...</p> <p><b>Follow</b> this road/street as far as The...</p>		<p>"Locations and Directions"</p> <p>Source:  <a href="http://www.youtube.com/watch?v=-dUK4cC2WxE&amp;list=PLAEF891F8CC385709">http://www.youtube.com/watch?v=-dUK4cC2WxE&amp;list=PLAEF891F8CC385709</a> </p>	
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# APPENDIX F

## Lesson Plans

## LESSON PLAN

<b>School</b>	: SMK Negeri 4 Yogyakarta
<b>Subject</b>	: English
<b>Class/Semester</b>	: X Hotel Accommodation I / II
<b>Topic</b>	: Menu
<b>Skill</b>	: Listening
<b>Time Allocation</b>	: 2 x 45 minutes ( 1 x meeting)

### A. Standard of Competence

1. Communicating in the Novice level of English

### B. Basic Competence

1. 6. Understanding memo, and simple menu, public transportation schedule and traffic signs.

### C. Indicators

1. Identifying the words or phrase in the menu
2. Understanding the expressions used to order the menu
3. Getting some information in the podcasts related to the topics

### D. Objectives

At the end of the course, students are able to:

1. Identify the words or phrase in the menu;
2. Understand the expressions used to order the menu; and
3. Get some information in the podcasts related to the topics.

### E. Learning Material and Sources

#### 1. Short Movie

“Mr. Bean at a restaurant”

Source : <http://www.youtube.com/watch?v=p-2isH-SgHA>

Retrieved on Wednesday, May 1, 2013 at 5: 10 am

## 2. Podcasts

- a. “Speaking English - How to order in a restaurant”

Source : <http://www.youtube.com/watch?v=fWaf0yMV9ug>

Retrieved on Wednesday, April 30, 2013 at 7: 10 am

- b. 03\_Pre-Intermediate\_At the restaurant(1)\_Ordering a meal

Source : <http://www.youtube.com/watch?v=uaQFoVo7JGs>

Retrieved on Wednesday, May 1, 2013 at 5: 10 am

- c. Breakfast - Sesame Street Podcast

Source : <http://www.youtube.com/watch?v=gVdT5o2FbPs>

Retrieved on Wednesday, April 30, 2013 at 7: 55 am

- d. How to order in a Restaurant in English

Source : <http://www.youtube.com/watch?v=4OGQDOl2KQ8>

Retrieved on Wednesday, May 1, 2013 at 6: 32 am

## 3. Food and ordering at a restaurant

Sources :

- a. <http://englishwithatwist.com/ShanthiBlog/2013/08/09/how-is-your-food-and-restaurant-vocabulary-in-english/>

- b. [http://www.thesmithfamily.com.au/webdata/resources/files/Lesson\\_plan\\_Food\\_and\\_Ordering\\_at\\_a\\_restaurant.pdf](http://www.thesmithfamily.com.au/webdata/resources/files/Lesson_plan_Food_and_Ordering_at_a_restaurant.pdf)

### Vocabulary and Language Function

- **FOOD GROUPS** with some examples on a restaurant menu  
**Red Meat** – Beef (Cow), Lamb, Pork (Pig), Sausages, Liver  
**White Meat** (Poultry)- Chicken, Turkey  
**Fish** – Cod, Haddock, Halibut, Salmon, Sardines, Whitebait, Tuna, Swordfish  
**Shellfish** – Crab, Prawns (British)/Shrimps (American), Lobster, Mussels  
**Vegetables** – Spinach, Courgettes (British)/Zucchini (American), Carrots, Potatoes, Broccoli, Mangetouts, Peas, Green Beans
- **“How would you like your meat, sir?”**  
 If someone wants a steak, they may ask for it to be cooked **rare, medium-rare, medium or well-done.**

- **How is the food cooked?**

Fish, meat and vegetables can be **pan-fried, grilled, roasted, sauteed and baked**

Fish and Vegetables can be **steamed**

Vegetables can be **sauteed, boiled**

Potatoes can be **fried, baked, boiled and mashed**

- **DRINKS - “Would you like some mineral water, sir?”**

The customer has the choice of **still** or **sparkling** water. A lot of people now ask for a **jug of tap water** instead of bottled water.

“Here is the **menu**. Would madam like to see the **wine list**? We have some excellent **red** and **white** wines. However, our **house wines** are particularly good”.

After an exceptionally good meal, the customer might finish their meal with **coffee** and **liquors** like brandy, whiskey and so on.

- **Menu - How is the menu divided?**

Some people like to begin their meal with a **starter** followed by a **main course** with **side orders** of vegetables and potatoes and often finish off with **dessert**. Most people find that a **three-course** meal is enough for them. However, on special occasions it's great to have a **five-course** meal with **cold starter, soup, main course, cheese and biscuits** and dessert.

- **Ordering food at a restaurant**

Structures: *would like...*

Ready to order

**We'd like to order** now please.

**We're ready to order** now.

Ordering

**I'd like** the steak please.

**Can I have** the fillet steak please?

Asking for the bill

1) Bill please

2) Could I get the bill please?

3) I'd like the bill please.

## Ordering in a Restaurant

### Vocabulary

*source: <http://www.englishpage.com/vocabulary/interactivelesson4.html>*

A. = Adjective   ADV. = Adverb   IDM. = Idiom   N. = Noun   V. = Verb	
an appetizer	N. a small dish at the beginning of a meal, a starter
a chef	N. a skilled cook
chives	N. a small onion-like herb commonly added to potatoes
chowder	N. a kind of soup usually containing fish and vegetables
to come with	V. to include (in a meal)
dressing	N. a sauce added to salads
an entree	N. a main dish
a menu	N. a list of dishes available in a restaurant
salmon	N. a large fish with silvery skin and pinkish meat
rare	A. very pink <i>adjective used to describe a way of cooking meat</i>
medium-rare	A. slightly pink <i>adjective used to describe a way of cooking meat</i>
medium	A. normally cooked <i>adjective used to describe a way of cooking meat</i>
well-done	A. fully cooked <i>adjective used to describe a way of cooking meat</i>

### F. Teaching Method

Three-Phase Technique; EEC (Exploration, Elaboration and Confirmation)

### G. Teaching Learning Activities

#### 1. Pre Activities – 10 minutes

- The teacher greets students.  
*Hi, good morning.*  
*How are you today?*
  
- The teacher asks the students to pray together.  
*Before we start our lesson today, let's pray first. Shall we? aamien...*

- The teacher checks the students' attendance.  
*Who's absent today?*  
*Why?*
- The teacher introduces the topic to the students.  
*Okey class, do you have your breakfast this morning?*  
*Well, prepare your selves, because we are going to talk about food today. That is menu in the restaurant.*

## 2. Main Activities – 70 minutes

### Exploration

(Pre-Listening)

- The teacher shows some pictures and asks some questions to the students. **Task 1**  
*Do you ever go to the restaurant?*  
*Where do you usually go?*  
*What do you order?*  
*etc.*
- The teacher shows a video “Mr. Bean at the Restaurant”.  
*Now, I have a video for you. Let's watch!*
- The teacher asks some questions related to the video.  
*What is the video about?*  
*Have you ever had the same experince in the video?*  
*Then, what would you do?*
- The teacher shows and discuss the two example of the menu in the restaurant. **Task 2**  
*I have some examples of the menu in the restaurant.*  
*Let's see!*
- The teacher gives some vocabulary and the language functions that will be used in the next podcasts and explains the use of the vocabularies in the context. **Task 3**

### Elaboration

(While-Listening)

- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher' questions orally. Then, the teacher and the students discuss the answers together.  
*Okay, now let's see the video.*



First, podcasts are Speaking English - How to order in a restaurant and How to order in a Restaurant in English.

*What is the podcat about?*

*What should you do if you want to order in the restaurant?*

The second podcast is at the restautant-Ordering a meal.

*What is the podcat about?*

*What does the woman order for the main course?*

*What does the man order for the drink?*

*Is there any problem with the bill?*

The last podcasts is Breakfast - Sesame Street Podcast.

*What is the podcat about?*

*What do you usually have for the breakfast?*

*Food for breakfast? Drink for breakfast?*

- The students are given the worksheets.
- The students are given a time to read the questions and ask if there is a new or difficult word.

*Is there any difficult word?*

### Confirmation

(Post-Listening)

- The teacher plays a movie clip “Mr. Bean – Restaurant”
- The students should summarize the short movie clip in the worksheet provided by the teacher.  
The students summarize the movie clip by filling in the blank with the words provided. **Task 4**  
*Watch the video and fill in the blank with the words provided!*
- The teacher and the students correct the answer and discuss the answer one by one together.

### 3. Post Activities – 10 minutes

- Teacher and the students summarize the lesson.  
*The time is almost up; we are going to end the lesson*  
*What have we learnt today?*
- Teacher and the students do a reflection or feedback.  
*How do you feel? What went well? What went wrong?*

- Teacher ends the lesson by praying.  
*Before we end our lesson today, let's pray. Shall we? aamiin..*
- The teacher leaves the class.  
*Good bye, see you next meeting.*

#### **H. Teaching Aids and Teaching Media**

1. Laptop
2. Speaker
3. LCD
4. Course book  
Pramesti, Maria Regina Dyah., et. al. 2008. *English for SMK 1 : Grade X*.  
Departemen Pendidikan Nasional: Pusat Perbukuan
5. Samples of menus  
Source: <http://www.docstoc.com/docs/2712799/Manta-Restaurant-sample-menu-Manta-Restaurant-sample-menu-Manta>  
Source: <http://englishwithatwist.com/ShanthiBlog/2013/08/09/how-is-your-food-and-restaurant-vocabulary-in-english/>

#### **I. Evaluation**

1. Technique : Responding to the questions orally and written.
2. Forms : Oral test and written test
3. Test Item :
  - a. Oral Test  
Example: What is the podcast about?
  - b. Written Test

#### **Video : Mr. Bean – The Restaurant**

Source: <http://www.youtube.com/watch?v=veZOrXVHf7U>

*Watch the video and fill in the blank with the words provided!*

Mr Bean decides to go to the restaurant to celebrate his birthday, and while he is waiting, he writes himself a birthday card.

He seems to be surprised at the price of certain things on the menu and he 1)\_\_\_\_\_ to see what he can 2)\_\_\_\_\_ . He chooses a steak Tartare without realizing that it's a 3) \_\_\_\_\_steak. The Wine Waiter comes and proposes a House Wine and after tasting it , he tells the waiter he doesn't want any more because he is driving.

He's very impressed when the waiter places his serviette and he tries to do the same thing but unfortunately he loses it. When he is served, he pays the waiter who thinks it is 4) \_\_\_\_\_. He's surprised to see that his steak isn't cooked and he tries 5) \_\_\_\_\_ it. A violinist appears and when he sees the birthday card, he starts playing "Happy Birthday to you". As Mr Bean is trying to put some of his steak into a lady's 6) \_\_\_\_\_ the waiter passes and 7)\_\_\_\_\_ over his leg, 8)\_\_\_\_\_ everything. Mr Bean sees this as 9)\_\_\_\_\_ a difficult situation and he starts complaining that his meal has been ruined.. The Manager 10)\_\_\_\_\_, gives Mr Bean a new table, and the waiter serves him.....with the same meal !

checks = controls, verifies

(to) afford

to order = to command

raw = opposite of "cooked"

to get out of

handbag

to get rid of

spilling

a tip

trips

an opportunity

apologizes

Answer Key:

1) checks	6) handbag
2) afford	7) trips
3) raw	8) to get rid of
4) a tip	9) an opportunity
5) to get out of	10) apologizes

4. Scoring guide:

Each correct item is scored 1

Total Score:  $10 \times 1 = 10$

TOTAL : 10

Maximal score = 10

$$\text{Students' score} = \frac{\text{score perolehan}}{\text{maximal score}} \times 10$$

Yogyakarta, 1 Mei 2013

English Teacher,

IDHA KURNIASARI DEWI  
NIM 09202244016

# MENU IN THE RESTAURANT



## Task 1



*Look at the picture and answer to your teacher questions!*



Source 1 [www.bridgeandtunnelclub.com](http://www.bridgeandtunnelclub.com)

Source 2 [www.dreamstime.com](http://www.dreamstime.com)



Source 3 [www.ifood.tv](http://www.ifood.tv)



## Task 2

Look at the example of the menu below.  
Then, answer your teacher's question!

### Manta Restaurant sample menu

#### mains

Roasted Hapuka with parsnips and wild mushrooms | **\$35.00**

Grilled moonfish with kipfler potatoes, fennel, preserved lemon and capers | **\$34.00**

Panfried yellowfin tuna with roasted peppers, balsamic and basil | **\$35.00**

Grilled spatchcock with polenta cake and Swiss brown mushrooms | **\$32.00**



#### desserts

White chocolate and mascarpone mousse with fresh strawberries | **\$15.00**

Ricotta torta with apples, dates, raisins and vanilla ice cream | **\$15.00**

Caramelised quince with zabaglione and vincotto | **\$15.00**

Pear and amaretto crumble with bitter chocolate sorbet | **\$15.00**



#### entrees

Selection of oysters: Sydney Rock from Wallis Lake and Nambucca; Claire de lune Ensurface, Claire de lune Bouton and Angasi from Batemans Bay | **22-36**

Antipasto Tasting Plate | **24 pp**

Grilled half shell scallops with leek and white truffle butter | **\$27.00**

Tagliatelle with braised oxtail, green peas and marjoram | **\$22.00**



#### winelist



##### White wine selection

2004 Ferngrove Riesling, Frankland River, WA  
Glass | **\$8.00**  
Bottle | **\$39.00**

2005 Hollys Garden Pinot Gris, Gippsland, Vic  
Glass | **\$12.00**  
Bottle | **\$59.00**

2004 Masi Serego Alghieri Bianco, Veneto, Italy  
Bottle | **\$49.00**

2003 Tom Boy Hill Chardonnay, Ballarat VIC  
Bottle | **\$93.00**



##### Red wine selection

2004 Manta by Farr Pinot Noir, Geelong, Vic  
Glass | **\$12.00**  
Bottle | **\$59.00**

2004 Sheldermine Shiraz, Heathcote, VIC  
Bottle | **\$47.00**

1997 Katnook Cabernet Sauvignon, Coonawarra, SA  
Bottle | **\$98.00**

2004 Umani Ronchi Montepulciano d'Abruzzo, Abruzzo, Italy  
Bottle | **\$35.00**



##### Sparkling wine selection

1999 Yarrabank, Yarra Valley, Vic  
Bottle | **\$70.00**

2002 Agusti Torello Mata Cava Rosat, Catalonia, Spain  
Glass | **\$11.00**  
Bottle | **\$67.00**

NV Billecart Salmon Brut, Ay France  
Glass | **\$21.00**  
Bottle | **\$115.00**

NV Bellavista, Lombardy Italy  
Bottle | **\$98.00**



##### Dessert wine selection

2005 Alasia moscato d'asti (750ml), Piedmont, Italy  
Bottle | **\$39.00**

Chivite 'Gran Fuedo' moscatel (500ml), Navarra, Spain  
Glass | **\$9.00**  
Bottle | **\$44.00**

2005 Mount Horrocks 'Cordon Cut' Riesling, Clare Valley, SA  
Bottle | **\$65.00**

2004 Craggy Range 'Rapara Road' Noble Riesling, Marlborough, NZ  
Bottle | **\$98.00**

Source: <http://www.docstoc.com/docs/2712799/Manta-Restaurant-sample-menu-Manta-Restaurant-sample-menu-Manta>



## Task 3

*Study the expression below.*

### *Ordering Menu in the restaurant*

Ready to order

**We'd like to order** now please.

**We're ready to order** now.

Ordering

**I'd like** the steak please.

**Can I have** the fillet steak please?

Asking for the bill

1) Bill please

2) Could I get the bill please?

3) I'd like the bill please.

*Study the list of vocabulary below. Match the left and the right column.*

rare  
medium-rare  
medium  
well-done

"How is the food cooked?"

pan-fried      grilled  
roasted        sauteed  
baked          steamed  
sauteed        boiled  
fried           baked  
boiled          mashed

"Would you like some drink?"

wine list  
mineral water  
coffee

"How would you like your meat, sir?"

starter  
appetizer  
main course  
side orders  
desserts

"How is the menu divided?"



**Watch the video and fill in the blank with the words provided!**

### **Mr. Bean - Restaurant**

**Mr. Bean decides to go to the restaurant to celebrate his birthday, and while he is waiting, he writes himself a birthday card.**

**He seems to be surprised at the price of certain things on the menu and he 1) \_\_\_\_\_ to see what he can 2) \_\_\_\_\_. He chooses a steak Tartare without realizing that it's a 3) \_\_\_\_\_ steak. The Wine Waiter comes and proposes a House Wine and after tasting it, he tells the waiter he doesn't want any more because he is driving.**

**He's very impressed when the waiter places his serviette and he tries to do the same thing but unfortunately he loses it. When he is served, he pays the waiter who thinks it is 4) \_\_\_\_\_. He's surprised to see that his steak isn't cooked and he tries 5) \_\_\_\_\_ it. A violinist appears and when he sees the birthday card, he starts playing "Happy Birthday to you". As Mr. Bean is trying to put some of his steak into a lady's 6) \_\_\_\_\_ the waiter passes and 7) \_\_\_\_\_ over his leg, 8) \_\_\_\_\_ everything. Mr Bean sees this as 9) \_\_\_\_\_ a difficult situation and he starts**

checks = controls, verifies  
(to) afford  
to order = to command  
raw = opposite of "cooked"  
to get out of  
handbag

to get rid of  
spilling  
a tip  
trips  
an opportunity  
apologizes



## LESSON PLAN

**School** : SMK Negeri 4 Yogyakarta  
**Subject** : English  
**Class/Semester** : X Hotel Accommodation I / II  
**Topic** : Public Transportation Schedules  
**Skill** : Listening  
**Time Allocation** : 4 x 45 minutes (2 x meetings)

### A. Standard of Competence

1. Communicating in the Novice level of English

### B. Basic Competence

1. 6. Understanding memo, and simple menu, public transportation schedule and traffic signs.

### C. Indicators

1. Identifying the some kind of public transportations
2. Understanding the public transportation schedules
3. Getting some information in the podcasts related to the topics

### D. Objectives

At the end of the course, students are able to:

1. Identify the the some kind of public transportations;
2. Understand the public transportation schedules; and
3. Get some information in the podcasts related to the topics.

## E. Learning Material and Sources

### 1. Samples of public transportation schedules

**Train** - source: Pramesti, Maria Regina Dyah., et. al. 2008. *English for SMK 1 : Grade X*. Departemen Pendidikan Nasional: Pusat Perbukuan

<b>TRAVEL BY TRAIN</b> Fast and Frequent Services from The Central Station							
TO	DEPART	ARRIVE	PLATFORM	FARES			
				FIRST-CLASS		SECOND-CLASS	
				ONE-WAY	ROUND TRIP	ONE-WAY	ROUND TRIP
Greytown	8:15	10:10	2	\$14.20	\$20.00	\$10.70	\$15.00
	9:20	11:17	5				
Westview	8:05	10:35	4	\$20.00	\$39.00	\$15.20	\$29.00
	8:55	11:20	5				
	9:13	11:42	4				
Greenville	7:40	10:22	12	\$21.20	\$40.50	\$17.50	\$31.50
	8:35	11:05	12				
	9:20	12:02	14				
Foxley	7:50	12:40	9	\$35.00	\$65.20	\$22.40	\$41.25
	9:00	13:45	9				

(taken from *Interact; communicative activities for English language learning*, p. 100)

### SEMARANG TRAIN SCHEDULE

Train	Class	Depart from	At	Arrive at	At
KAArgomuria I	Executive	Tawang Station	05:30	Gambir Station	11:00
KAArgomuria II	Executive	Tawang Station	16:00	Gambir Station	21:30
KA Kamandanu	Executive	Tawang Station	21:00	Gambir Station	03:02
KA Senja Utama	Business	Tawang Station	20:00	Senen Station	02:07
KA Fajar Bisnis	Business	Tawang Station	08:00	Senen Station	14:18
*KA Argo B. Anggrek I	Executive	Tawang Station	12:05	Gambir Station	17:34
*KA Argo B. Anggrek II	Executive	Tawang Station	00:05	Gambir Station	05:33
*KA Sembrani	Executive	Tawang Station	22:58	Jkt Kota Station <sup>^</sup>	05:12
*KA Gumawang	Exec/Bus	Tawang Station	21:35	Jkt Kota Station <sup>^</sup>	04:30
*KA Bangunkarta	Exec/Bus	Tawang Station	20:40	Ps Senen Station	03:58
*Origin : Surabaya /Jombang <sup>^</sup> : Last destination : Jakarta Kota Station					

(adapted from an advertisement in *Ilman Nafian bulletin*, edition of I/MGG1/01/2008)

**Plane** – source: Pramesti, Maria Regina Dyah., et. al. 2008. *English for SMK 1 : Grade X*. Departemen Pendidikan Nasional: Pusat Perbukuan

**Flight Schedule to and from Lombok**

DEPARTURE FROM MATARAM (AMI) TO SURABAYA (SUB) JAKARTA (CGK) & JOGJAKARTA (JOG)						
FLIGHT NO	DESTINATION	ETD	ETA	DAY OF SERVICE	AIRCRAFT	VIA
JT 651	JAKARTA	06:25		DAILY	B732	DIRECT
GA 423	JAKARTA	06:20	07:30	DAILY		DIRECT
MZ 830	SURABAYA	12:20	12:20	DAILY		DIRECT
GA 420	JAKARTA	15:10	17:20	DAILY		JOGJAKARTA
GA 421	JOGJAKARTA	15:10	15:35	DAILY		-
ARRIVAL FROM SURABAYA (SUB) JAKARTA (CGK) & JOGJAKARTA (JOG)						
FLIGHT NO	FROM	ETA	ETD	DAY OF SERVICE	AIRCRAFT	VIA
MZ 831	SURABAYA	09:40	11:40	DAILY	B-734	DIRECT
JT 640	SURABAYA	10:40	12:30	DAILY	B-734	DIRECT
GA 420	JAKARTA	10:25	14:30	DAILY		JOGJAKARTA
GA 042	SURABAYA	11:50	13:40	DAILY		DIRECT
GA 420	JOGJAKARTA	12:10	14:30	DAILY		-

(taken from: <http://www.lombokkomodo.com/lombok-flight-schedule.htm>)

2. Podcasts

- a. Speakout Elementary Video Podcast Unit 9 Transport  
Source: <http://www.youtube.com/watch?v=5sLcWgrUdVQ>
- b. ESL Podcast 290 – Riding the Subway  
Source: [www.eslpod.com](http://www.eslpod.com)
- c. ESL Podcast 270 – Airport Announcements  
Source: [www.eslpod.com](http://www.eslpod.com)

3. Vocabulary and Language Function

**Vocabulary**

**departure gate** – the seating area in an airport where passengers wait for their specific flight to leave

\* The departure gate is at the other end of the airport, so we need to hurry!

**flight information** – information about when and where flights will arrive (come) and depart (leave)

\* We can call the airline a few hours before we go to the airport to ask for updated flight information, just in case there has been a change in the schedule.

**to be delayed** – to be rescheduled to arrive later than originally planned

\* We were supposed to fly from Houston to Portland and then from Portland to Eugene, but we missed our second flight because the first flight was delayed for three hours.

**flight crew** – the pilots and flight attendants; the airline employees who work on the plane while it is flying in the air

\* Members of flight crews get to fly all over the world, but they very rarely get to see foreign cities because they're always in the plane or at the airport.

**departure time** – the time when a plane is scheduled to leave (depart)

\* The plane's departure time was 4:55 p.m., but we couldn't leave until 7:15 because of bad weather.

**to board** – to get on a plane, bus, or train

\* Families with small children are sometimes allowed to board planes before the other passengers do.

**token** – a piece of metal or plastic that looks like a coin and is used to ride subways or buses, or to make a machine work

\* Let's get some tokens so the kids can play that video game.

**subway** – metro; underground transportation; trains that move underground to move people from one place to another in a city

\* Can I use the subway to get to the airport from downtown?

**line** – route; one path taken by subway cars, trains, or buses

\* In Washington, D.C., most tourists ride the red line on the metro because it goes to the most interesting parts of the city.

**platform** – the area where people sit or stand while waiting for a train to arrive

\* I told the children that when they're standing on a platform, always stay a few feet away from the train tracks.

### *Language Function*

There are different ways to indicate the form of transport we use.

#### **a. by + form of transport. An exception is on foot.**

e.g. I went to city this morning by train.  
I get to school by bike every day.

#### **b. Some verbs can be followed directly by forms of transport without using by.**

e.g. I took/caught a train/bus to city this morning.  
I ride a bicycle to school every day.  
There are verbs that mean to go by a certain form of transport.  
e.g. fly = go by plane  
drive = go by car  
walk = go on foot  
I drive to work = I go to work by car.  
They decided to fly to Canberra instead of driving.

= They decided to go to Canberra by plane instead of by car.

**c. Other verbs that are usually used to refer to action:**

**board, get on/off, get in/out, get/jump into/out of**

e.g. Helen happened to be getting into her car when the accident happened.

He got back onto the train before I could stop him..

We jumped out off the bus and ran into the nearest shop.

Please note:

I get into a car. / I get into a truck. / I get into a taxi. However, I get on a bus. / I get on a plane / I get on a train.

**F. Teaching Method**

Three-Phase Technique; EEC (Exploration, Elaboration and Confirmation)

**G. Teaching Learning Activities**

**FIRST MEETING**

**1. Pre Activities – 10 minutes**

- The teacher greets students.  
*Hi, good morning.*  
*How are you today?*
- The teacher asks the students to pray together.  
*Before we start our lesson today, let's pray first. Shall we? aamiien...*
- The teacher checks the students' attendance.  
*Who's absent today?*  
*Why?*
- Teacher reviews the last meeting materials.  
*What have we learnt last meeting?*
- The teacher introduces the topic to the students.

**2. Main Activities – 70 minutes**

**Exploration**

(Pre-Listening)

- The teacher shows some pictures and asks some questions to the students. **Activity 1**  
*What are the pictures about?*  
*What are included in the public transportation?*  
*What are included in the private transportation?*

- The teacher gives some vocabulary and the language functions that will be used in the next podcasts and explains the use of the vocabularies in the context.

### **Elaboration**

(While-Listening)

- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher' questions orally. Then, the teacher and the students discuss the answers together.  
*Okay, now let's see the video.*
- First, the podcast is ESL Podcast 290 – Riding the Subway.  
*What is the podcat about?*  
*How much is each ride for two days ride?*  
*What is the name of the card that gives unlimited rides for a week?*  
*Finally, what ticket the woman choose?*
- The students are given the worksheets. **Activity 3**
- The students are given a time to read the questions and ask if there is a new or difficult word.  
*Is there any difficult word?*
- The teacher plays the recording and the students answer the questions, then they discuss the answers together.
- The students are given the worksheets. **Activity 4**
- The students are given a time to read the questions and ask if there is a new or difficult word.  
*Is there any difficult word?*
- The teacher plays the recording and the students answer the questions

### **Confirmation**

(Post-Listening)

- The students are given the worksheet, the cross-word puzzle.
- The students should find some words provided in the puzzle. **Activity 2**  
*Find the words!*
- The teacher and the students correct the answer and discuss the answer one by one together.

### 3. Post Activities – 10 minutes

- Teacher and the students summarize the lesson.  
*The time is almost up; we are going to end the lesson*  
*What have we learnt today?*
- Teacher and the students do a reflection or feedback.  
*How do you feel? What went well? What went wrong?*
- Teacher ends the lesson by praying.  
*Before we end our lesson today, let's pray. Shall we? aamiin..*
- The teacher leaves the class.  
*Good bye, see you next meeting.*

## SECOND MEETING

### 1. Pre Activities – 10 minutes

- The teacher greets students.  
*Hi, good morning.*  
*How are you today?*
- The teacher asks the students to pray together.  
*Before we start our lesson today, let's pray first. Shall we? aamiin...*
- The teacher checks the students' attendance.  
*Who's absent today?*  
*Why?*
- Teacher reviews the last meeting materials.  
*What have we learnt last meeting?*  
*Do you still remember the last meeting materials?*
- The teacher introduces the topic to the students.  
*Okey class, today we are going to continue the lesson about the public transportation.*

### 2. Main Activities – 70 minutes

#### Exploration

(Pre-Listening)

- The teacher shows some pictures and asks some questions to the students. **Activity 5**  
*Do you ever go to the airport?*  
*What do you see there?*
- The teacher shows a video At the Airport | Learn English | Vocabulary  
*Now, I have a video for you. Let's watch!*

- The teacher asks some questions related to the video.  
*What is the video about?*
- The teacher gives some vocabulary and the language functions that will be used in the next podcasts and explains the use of the vocabularies in the context.
- The students are given worksheets. **Activity 6**
- The students should match the words in coloumn A with the meaning in coloumn B. **Activity 6**  
*Match the words in coloumn A and the meaning in coloumn B.*
- The students and the teacher discuss the answers together.

### Elaboration

(While-Listening)

- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher' questions orally. Then, the teacher and the students discuss the answers together.  
*Okay, now let's see the video.*  
*First, the podcast is ESL Podcast 270 – Airport Announcements.*  
*Why does the man in the story walk in the opposite direction?*  
*What is the flight of the man in the story?*  
*Why is the flight has been delayed?*  
*What is the time of the new departure?*  
*Where is the passengers can see the agent to get the voucher?*
- The students are given the worksheets.
- The students are given a time to read the questions and ask if there is a new or difficult word.  
*Is there any difficult word?*

### Confirmation

(Post-Listening)

- The teacher plays a recording.
- The students should answer the questions provided. **Activity 7**
- The teacher and the students correct the answer and discuss the answer one by one together.



### 3. Post Activities – 10 minutes

- Teacher and the students summarize the lesson.  
*The time is almost up; we are going to end the lesson*  
*What have we learnt today?*
- Teacher and the students do a reflection or feedback.  
*How do you feel? What went well? What went wrong?*
- Teacher ends the lesson by praying.  
*Before we end our lesson today, let's pray. Shall we? aamiin..*
- The teacher leaves the class.  
*Good bye, see you next meeting.*

## H. Teaching Aids and Teaching Media

1. Laptop
2. Speaker
3. LCD
4. Course book

Pramesti, Maria Regina Dyah., et. al. 2008. *English for SMK 1 : Grade X*.  
Departemen Pendidikan Nasional: Pusat Perbukuan

## I. Evaluation

1. Technique : Responding to the questions orally and written.
2. Forms : Oral test and written test
3. Test Item :
  - a. Oral Test
  - b. Written Test

### Activity 2

Each correct item is scored 1.

Total score= 7

### Activity 3

Each correct item is scored 1.

Total score= 7

### Activity 4

Each correct item is scored 1.

Total score= 8

### Activity 6

Each correct item is scored 1.

Total score= 6

**Activity 6**

Each correct item is scored 1.

Total score= 6

4. Scoring guide:

Total Score: Sum of the score in every activity

TOTAL :  $7 + 7 + 8 + 6 + 6 = 36$

Maximal score = 36

**Students' score = (score perolehan + 4) :4**

Yogyakarta, 2 Mei 2013

English Teacher,

IDHA KURNIASARI DEWI  
NIM 09202244016

# Public Transportation Schedule



## ACTIVITY 1



*Look at the pictures.*

*What is the name of the transportation?*

*Decide which are the public transportation and the private transportation.*



## ACTIVITY 2



Find these words.

single

return

platform

station

ticket

toilets

timetable

taxi

r	y	k	h	r	e	t	u	r	n
t	i	c	k	e	t	r	n	q	c
i	m	p	l	a	t	f	o	r	m
m	k	r	u	u	d	h	e	b	s
e	u	i	n	e	a	t	s	w	i
t	p	h	y	m	x	b	i	t	n
a	s	t	a	t	i	o	n	d	g
b	n	e	z	o	r	c	g	x	l
l	t	t	o	i	l	e	t	s	e
e	r	s	h	t	a	x	i	p	l

### ACTIVITY 3



- 1 Look at the tickets.
- 2 Listen. Which one is Zareen's ticket? .....
- 3 Listen again. What time is the train? .....

**A**

Connect Rail	south east
Thur 09.01.03 10:35	
Adult Ticket from London to Manchester	single
£21.00	
<i>go by train</i>	

**B**

Connect Rail	south east
Thur 09.01.03 11:21	
Adult Ticket from London to Bradford	return
£45.50	
<i>go by train</i>	

**C**

Connect Rail	south east
Thur 09.01.03 10:30	
Adult Ticket from London to Cardiff	return
£48.50	
<i>go by train</i>	

- 4 Complete the sentences.

Zareen is going to ..... . She is travelling by ..... .

She has got a ..... ticket. It cost £ ..... .

The train is at ..... .

### ACTIVITY 4



- 1 Look at the picture.  
Where is Zareen?  
What is she doing?



- 2 Look at the information board at the station.  
What time is the train to Cardiff?  
What platform does the train go from?

Departures			
Time	Destination	Platform	
11:15	Cardiff	5	On time
14:25	Birmingham		On time
	Liverpool	7	On time
16:05	Glasgow		Delayed
16:43	Southampton		On time

- 3 Listen to the announcements and fill in the missing times and platform numbers.



## ACTIVITY 5



*Look at the picture and answer your teacher's question!*

## THE AIRPORT



### A. Check-In

1. ticket counter
2. ticket agent
3. ticket
4. arrival and departure monitor

### B. Security

5. security checkpoint
6. security guard
7. X-ray machine
8. metal detector

### C. The Gate

9. check-in counter
10. boarding pass
11. gate
12. waiting area
13. concession stand/ snack bar
14. gift shop
15. duty-free shop

### D. Baggage Claim

16. baggage claim (area)
17. baggage carousel
18. suitcase
19. luggage carrier
20. garment bag
21. baggage
22. porter/skycap
23. (baggage) claim check

### E. Customs and Immigration

24. customs
25. customs officer
26. customs declaration form
27. immigration
28. immigration officer
29. passport
30. visa



Match the phrases in A with the meanings in B.

A	B
a. In transit	1. Is late
b. Check in	2. Go to
c. Boarding	3. Changing from one plane to another
d. Is delayed	4. Final call
e. Last call	5. Show your ticket and passport at a desk
f. Proceed to	6. Getting on (a plane)







Karen is already at the JFK Airport. Look at her travel itinerary and answer the questions.

- a. What time are her flights?
- b. Which airports do they go?
- c. What are the flight numbers?

Travel Itinerary Ms Karen Davis	
Sun 02 Nov Flight AA100	Check in by 16.30   American Airlines Desk   Terminal X Scheduled departure: 18.30 JFK Scheduled arrival: 07.25 London Heathrow (LHR)
Mon 03 Nov Flight BA0572	Check in by 08.00   British Airways Desk   Terminal 1 Scheduled departure: 09.35 LHR Scheduled arrival: 12.30 Milan: Malpensa MXP



Listen to the announcements at JFK Airport and answer the questions.

1. Where does Karen check in?
2. What is the problem with her flight?
3. What is the gate number for her flight?

## LESSON PLAN

<b>School</b>	: SMK Negeri 4 Yogyakarta
<b>Subject</b>	: English
<b>Class/Semester</b>	: X Hotel Accommodation I / II
<b>Topic</b>	: Traffic Signs
<b>Skill</b>	: Listening
<b>Time Allocation</b>	: 2 x 45 minutes (1 x meetings)

### A. Standard of Competence

1. Communicating in the Novice level of English

### B. Basic Competence

- 1.6. Understanding memo, and simple menu, public transportation schedule and traffic signs.

### C. Indicators

1. Identifying the traffic signs.
2. Understanding the names of the traffic signs and its functions.
3. Getting some information in the podcasts related to the topics.

### D. Objectives

At the end of the course, students are able to:

1. Identify the traffic signs;
2. Understand the names of the traffic signs and its functions; and
3. Getting some information in the podcasts related to the topics.

## E. Learning Material and Sources

### 1. Podcasts

- a. EFL Tech - Smart Road Sign Demonstration  
Source: <http://www.youtube.com/watch?v=AEw2cmYUWxA>
- b. Learn Traffic Signs symbols studying teach rules of the road dmv USA meanings learning lesson  
Source: <http://www.youtube.com/watch?v=-jjU0LAW0-4>
- c. Help Shawn The Train teach the car about traffic signs!  
Source: <http://www.youtube.com/watch?v=2ma4YNjGxow>

### 2. Vocabulary and Language Function

(parking) meter	To drive
Road sign	Driver
Stop sign	Occupant
Traffic lights	To start up
Level crossing	To speed up
Service area	To slow down
Toll (GB)/Turnpike(US)	To change down
Traffic	To stop
Traffic jam	

A : Don't smoke here.  
 B : Why?  
 A : Look at that sign! It says "No Smoking".  
 B : Oh, I see.

A : What does that sign mean?  
 B : It means that **you are not allowed to** smoke here.  
 A : Oh, I see.

You can modify the clause ...you are not allowed to ...  
 (boldfaced)

With these clauses:

- you are not permitted to
- it is prohibited to
- it is forbidden to

## F. Teaching Method

Three-Phase Technique; EEC (Exploration, Elaboration and Confirmation)

## G. Teaching Learning Activities

### 1. Pre Activities – 10 minutes

- The teacher greets students.  
*Hi, good morning.*  
*How are you today?*
- The teacher asks the students to pray together.  
*Before we start our lesson today, let's pray first. Shall we? aamiien...*
- The teacher checks the students' attendance.  
*Who's absent today?*  
*Why?*
- Teacher reviews the last meeting materials.  
*What have we learnt last meeting?*
- The teacher introduces the topic to the students.  
*Let's continue our materials today with traffic signs.*

### 2. Main Activities – 70 minutes

#### Exploration

(Pre-Listening)

- The teacher shows some pictures and asks some questions to the students. **Activity 1**  
*What are the pictures about?*  
*What is the function of the symbol?*
- The teacher shows a video "Help Shawn The Train teach the car about traffic signs!"  
*Now, I have a video for you. Let's watch!*
- The teacher asks some questions related to the video.  
*What is the video about?*  
*What symbols are in the video?*
- The teacher gives some vocabulary and the language functions that will be used in the next podcasts and explains the use of the vocabularies in the context.
- The students are given the worksheets. Then, the students should match the symbols and the meanings. **Activity 2**  
*Match the symbols in column A with the name in column B.*

**Elaboration**

(While-Listening)

- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher's questions orally. Then, the teacher and the students discuss the answers together.  
*Okay, now let's see the video.*  
First, the podcast is EFL Tech - Smart Road Sign Demonstration.  
*What is the podcast about?*
- The last podcast is Learn Traffic Signs symbols studying traffic rules of the road dmV USA meanings learning lesson.  
*What is the podcast about?*  
*What symbols are in the podcast?*  
*What do they mean?*
- The students are given the worksheets.
- The students are given a time to read the questions and ask if there is a new or difficult word.  
*Is there any difficult word?*

**Confirmation**

(Post-Listening)

- The teacher reads a story.
- The students should listen to the teacher and pay attention when the teacher says some traffic signs.  
Then, the students write the symbols next to the symbols provided.  
**Activity 3.**  
*Listen to your teacher. Then, write down the sign that your teacher says next to the symbol. There will be ten symbols.*
- The teacher and the students correct the answer and discuss the answer one by one together.

**3. Post Activities – 10 minutes**

- Teacher and the students summarize the lesson.  
*The time is almost up; we are going to end the lesson*  
*What have we learnt today?*
- Teacher and the students do a reflection or feedback.  
*How do you feel? What went well? What went wrong?*
- Teacher ends the lesson by praying.  
*Before we end our lesson today, let's pray. Shall we? aamiin..*

- The teacher leaves the class.  
*Good bye, see you next meeting.*

## H. Teaching Aids and Teaching Media

1. Laptop
2. Speaker
3. LCD
4. Course book

Pramesti, Maria Regina Dyah., et. al. 2008. *English for SMK 1 : Grade X*.  
Departemen Pendidikan Nasional: Pusat Perbukuan

## I. Evaluation

1. Technique : Responding to the questions orally and written
2. Forms : Oral test and written test
3. Test Item :
  - a. Oral Test

### Activity 1

*What are the pictures?*

*What are the symbols meaning?*

- b. Written Test

### Activity 2

Each correct item is scored 1.

Total score=  $12 \times 1 = 12$

### Activity 3

Each correct item is scored 1.

Total score=  $10 \times 1 = 10$

4. Scoring guide:

Total Score: Activity 2 + Activity 3

TOTAL : 12 + 10

Maximal score = 22

$$\text{Students' score} = \frac{(\text{Score Perolehan} + 3) \times 2}{5}$$

Yogyakarta, 15 Mei 2013

English Teacher,

IDHA KURNIASARI DEWI  
NIM 09202244016



## ACTIVITY 1









*Look at the following symbols and listen to your teacher explanation.*







7.		No U-turns
8.		Two-way traffic straight ahead
9.		No left turn
10.		Give way
11.		Ahead only
12.		Crossroads

**GO FOR IT !**

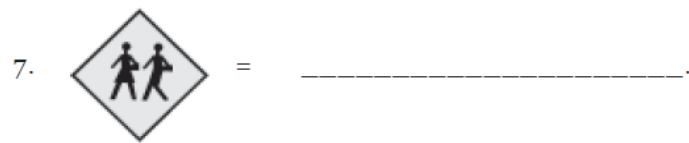
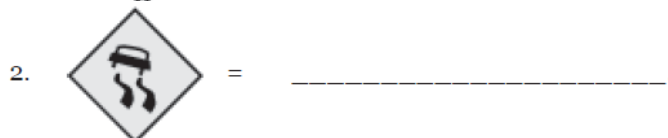


**GOOD LUCK !**

# ACTIVITY 3



*Listen to your teacher. Then, write down the sign that your teacher says next to the symbol. There will be ten symbols.*



## LESSON PLAN

<b>School</b>	: SMK Negeri 4 Yogyakarta
<b>Subject</b>	: English
<b>Class/Semester</b>	: X Hotel Accommodation I / II
<b>Topic</b>	: Asking and Giving Direction
<b>Skill</b>	: Listening
<b>Time Allocation</b>	: 4 x 45 minutes ( 2 x meetings)

### A. Standard of Competence

1. Communicating in the Novice level of English

### B. Basic Competence

1. 7. Understanding English simple words, terms, and sentences based on the formula.

### C. Indicators

1. Identifying the direction.
2. Understanding the map.
3. Understanding expression for giving direction and location

### D. Objectives

At the end of the course, students are able to:

1. Identify the direction;
2. Understand the map; and
3. Understand expression for giving direction and location.

## E. Learning Material and Sources

### Asking and giving the direction

#### Vocabulary and Language Function

*source: Pramesti, Maria Regina Dyah., et. al. 2008. English for SMK 1 : Grade X. Departemen Pendidikan Nasional: Pusat Perbukuan*

#### Examples of expressions used for finding places indoor

Asking for Directions	Giving Directions
1. Where is the .....?	1. Go straight ahead.
2. Can you tell me where ..... is?	2. Turn left/right at the ...../as you come out of the elevator.
3. How do I get to .....?	3. Go across the .....
4. I'm looking for .....	4. Go up stairs/down stairs
5. Where can I find .....?	5. Go up/down in the elevator/lift
6. Could you tell me how I can get to ....., please?	6. Go up/down on the escalator
	7. Take the elevator/lift to the .....
	8. It's on the ..... floor.
	9. It's in the basement.
	10. It's next to/beside .....
	11. It's between ..... and .....
	12. It's at the end of the corridor.
	13. It's on your right/left.

#### Examples of expressions used for finding places outdoor

Asking for Directions	Giving Directions
- Could you tell me where ..... is?	- Go straight ahead
- Could you direct me to .....?	- Go straight down this road
- Can you tell me how to get to.....?	- Go straight over
- Would you tell me the way to .....?	- Follow this road/street as far as the .....
- How far is .....?	- Take the first left/right
- Where is the nearest .....?	- Go around the corner to your left
- Which way is it to .....?	- Turn left/ right
	- Cross the street/road
	- Take the left/right turn

### Prepositions of location used when giving directions

go straight	go to	right	left
cross	on your right	on your left	beside
next to	behind	across from	in front of
on the corner of (to be very specific NE, SE, NW, SW corners)			

### Additional Vocabulary

sidewalk	footpath	no through way (road)
pedestrian	main road	street
avenue	boulevard	round about
dead end	cul de sac	pavement

### Land marks

art gallery	bridge	castle	temple
museum	opera	post office	police station
fire station	railway bus	station train	station
traffic light	stop light	stop sign	T-junction

### Podcasts

1. Unit 4 Learn English 13 Asking for and giving directions  
source: [http://www.youtube.com/watch?v=hTVq0dl9\\_us](http://www.youtube.com/watch?v=hTVq0dl9_us)
2. Asking and giving directions  
Source: <http://www.youtube.com/watch?v=PhrbQ4x9vRI>
3. Learn English 04 - Directions  
Source: <http://www.youtube.com/watch?v=esmQ9nysj6g>
4. Locations and Directions  
Source: <http://www.youtube.com/watch?v=-dUK4cC2WxE&list=PLAEF891F8CC385709>

### F. Teaching Method

Three-Phase Technique; EEC (Exploration, Elaboration and Confirmation)  
Three stage of listening processes (Pre-listening, while-listening, post-listening)

## G. Teaching Learning Activities

### FIRST MEETING

#### 1. Pre Activities – 10 minutes

- The teacher greets students.  
*Hi, good morning.*  
*How are you today?*
- The teacher asks the students to pray together.  
*Before we start our lesson today, let's pray first. Shall we? aamiien...*
- The teacher checks the students' attendance.  
*Who's absent today?*  
*Why?*
- Teacher reviews the last meeting materials.  
*What have we learnt last meeting?*
- The teacher introduces the topic to the students.  
*Okay class, we are going to learn about asking and giving direction.*

#### 2. Main Activities – 70 minutes

##### Exploration

(Pre-Listening)

- The teacher shows some pictures and asks some questions to the students. **Activity 1**  
*What is the picture about?*  
*Do you ever get lost?*  
*Where?*  
*What would you do then?*
- The teacher shows a map and discusses it with the students. **Activity 2**  
*Look at the map.*  
*Could you tell me where the 'place' is?*
- After discussing the map, the students are asked to complete the names of the symbols on the map. **Activity 3**  
*Here are some symbols that we see on the map.*  
*Write the words from the box next to their symbols.*
- The teacher gives some vocabulary and the language functions that will be used in the next podcasts and explains the use of the vocabularies in the context.  
*These are some examples use to ask and give the direction.*

**Elaboration**

(While-Listening)

- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher's questions orally. Then, the teacher and the students discuss the answers together.  
*Okay, now let's see the video.*
- First, The podcast is Learn English 04 - Directions  
*What is the podcast about?*  
*(Task included in the podcast)*
- The second podcast is Locations and Directions.  
*What is the podcast about?*
- The students are given the worksheets.
- The students are given a time to read the questions and ask if there is a new or difficult word.  
*Is there any difficult word?*

**Confirmation**

(Post-Listening)

- The teacher gives a map to the students.
- The students should answer the true-false question based on the map.

**Activity 4.***Look at the map and answer True or False to the statements.*

- The teacher and the students correct the answer and discuss the answer one by one together.

**3. Post Activities – 10 minutes**

- Teacher and the students summarize the lesson.  
*The time is almost up; we are going to end the lesson*  
*What have we learnt today?*
- Teacher and the students do a reflection or feedback.  
*How do you feel? What went well? What went wrong?*
- Teacher ends the lesson by praying.  
*Before we end our lesson today, let's pray. Shall we? aamiin..*
- The teacher leaves the class.  
*Good bye, see you next meeting.*



## SECOND MEETING

### 1. Pre Activities – 10 minutes

- The teacher greets students.  
*Hi, good morning.*  
*How are you today?*
- The teacher asks the students to pray together.  
*Before we start our lesson today, let's pray first. Shall we? aamiien...*
- The teacher checks the students' attendance.  
*Who's absent today?*  
*Why?*
- Teacher reviews the last meeting materials.  
*What have we learnt last meeting?*
- The teacher introduces the topic to the students.  
*Okay class, do you have your breakfast this morning?*  
*Well, prepare your selves, because we are going to talk about asking for and giving directions today.*

### 2. Main Activities – 70 minutes

#### Exploration

(Pre-Listening)

- The teacher gives the students vocabulary task.
- The students should match the pictures and the English sentences.

#### **Activity 5**

*Observe the following pictures and number them according to the English sentence that explains it better. Number 1 is already done.*

- The students and the teacher check the answer together.  
*Well, let's check the answers together.*
- The teacher gives some vocabulary and the language functions that will be used in the next podcasts and explains the use of the vocabularies in the context. **Activity 6**  
*Study the expression below.*

**Elaboration**

(While-Listening)

- The teacher shows the podcasts and asks the students some information about the podcasts. The students answer the teacher's questions orally. Then, the teacher and the students discuss the answers together.  
*Okay, now let's see the video.*  
First, Unit 4 Learn English 13 Asking for and giving directions.  
*What is the podcast about?*  
*What place that the person want to visit?*  
The second podcast is Asking and giving directions.  
*What is the podcast about?*
- The students are given the worksheets.
- The students are given a time to read the questions and ask if there is a new or difficult word.  
*Is there any difficult word?*

**Confirmation**

(Post-Listening)

- The teacher plays the recording.  
*Let's hear the recording.*
- The students fill the words missing and find the places in the map based on the recording. **Activity 7**  
*Listen to the directions complete the dialogue in Part I and find which building on the map is the place one the tourist is looking for in Part II.*
- The teacher and the students correct the answer and discuss the answer one by one together.

**3. Post Activities – 10 minutes**

- Teacher and the students summarize the lesson.  
*The time is almost up; we are going to end the lesson*  
*What have we learnt today?*
- Teacher and the students do a reflection or feedback.  
*How do you feel? What went well? What went wrong?*
- Teacher ends the lesson by praying.  
*Before we end our lesson today, let's pray. Shall we? aamiin..*
- The teacher leaves the class.  
*Good bye, see you next meeting.*

## H. Teaching Aids and Teaching Media

1. Laptop
2. Speaker
3. LCD
4. Course book

Pramesti, Maria Regina Dyah., et. al. 2008. *English for SMK 1 : Grade X*.

Departemen Pendidikan Nasional: Pusat Perbukuan

Listening Task

Source:

<http://www.sanbartolo.edu.co/upfiles/documentos/guias/Guide%202%20ingles%20grado%205.pdf>

## I. Evaluation

1. Technique : Responding to the questions orally and written.
2. Forms : Oral test and written test
3. Test Item :

### a. Oral Test

(Asking and Giving Direction)

#### Activity 1

Source : <http://imgc.allpostersimages.com>)

#### Activity 2

Source:

[http://amepdl.net.au/sites/default/files/attachments/Draftthometutor/P\\_Transport\\_Gettingaround.pdf](http://amepdl.net.au/sites/default/files/attachments/Draftthometutor/P_Transport_Gettingaround.pdf)

### b. Written Test

(Asking and Giving Direction)

#### Activity 3

Source:

[http://amepdl.net.au/sites/default/files/attachments/Draftthometutor/P\\_Transport\\_Gettingaround.pdf](http://amepdl.net.au/sites/default/files/attachments/Draftthometutor/P_Transport_Gettingaround.pdf)

Each correct item is scored 1.

Total Score:  $8 \times 1 = 8$

**Activity 4****Source:**

*[http://amepdl.net.au/sites/default/files/attachments/Draftthometutor/P\\_Transport\\_Gettingaround.pdf](http://amepdl.net.au/sites/default/files/attachments/Draftthometutor/P_Transport_Gettingaround.pdf)*

Each correct item is scored 1.

Total Score:  $8 \times 1 = 8$

**Activity 5****Source:**

*<http://www.sanbartolo.edu.co/upfiles/documentos/guias/Guide%202%20ingles%20grado%205.pdf>*

Each correct item is scored 1.

Total Score:  $22 \times 1 = 22$

**Activity 7****Source:**

*<http://www.sanbartolo.edu.co/upfiles/documentos/guias/Guide%202%20ingles%20grado%205.pdf>*

**Part I**

Each correct item is scored 1.

Total Score:  $10 \times 1 = 10$

**Part II**

Guess the 2 post offices is scored 2.

Guess the 2 post offices is scored 1.

Incorrect answer is scored 0.

Total score: 2

## 4. Scoring guide:

*Asking and Giving Opinion*

TOTAL SCORE : Activity 3 + Activity 4 + Activity 5 + Activity 6

Maximal score = 8 + 8 + 22 + 12 = 50

$$\text{Students' score} = \frac{\text{score perolehan}}{\text{maximal score}} \times 10$$

Yogyakarta, 16 Mei 2013

English Teacher,

IDHA KURNIASARI DEWI  
NIM 09202244016

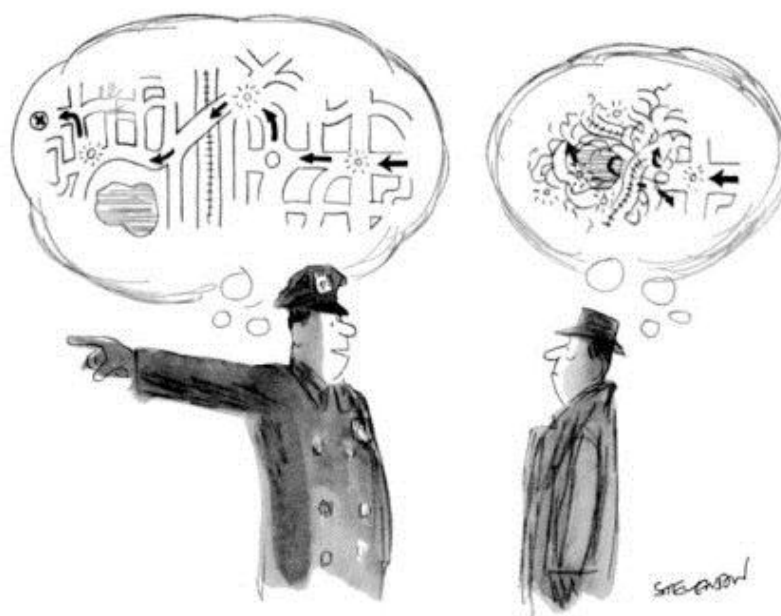
## ASKING AND GIVING DIRECTION



### Activity 1



*Look at the picture and answer your teacher's question!*



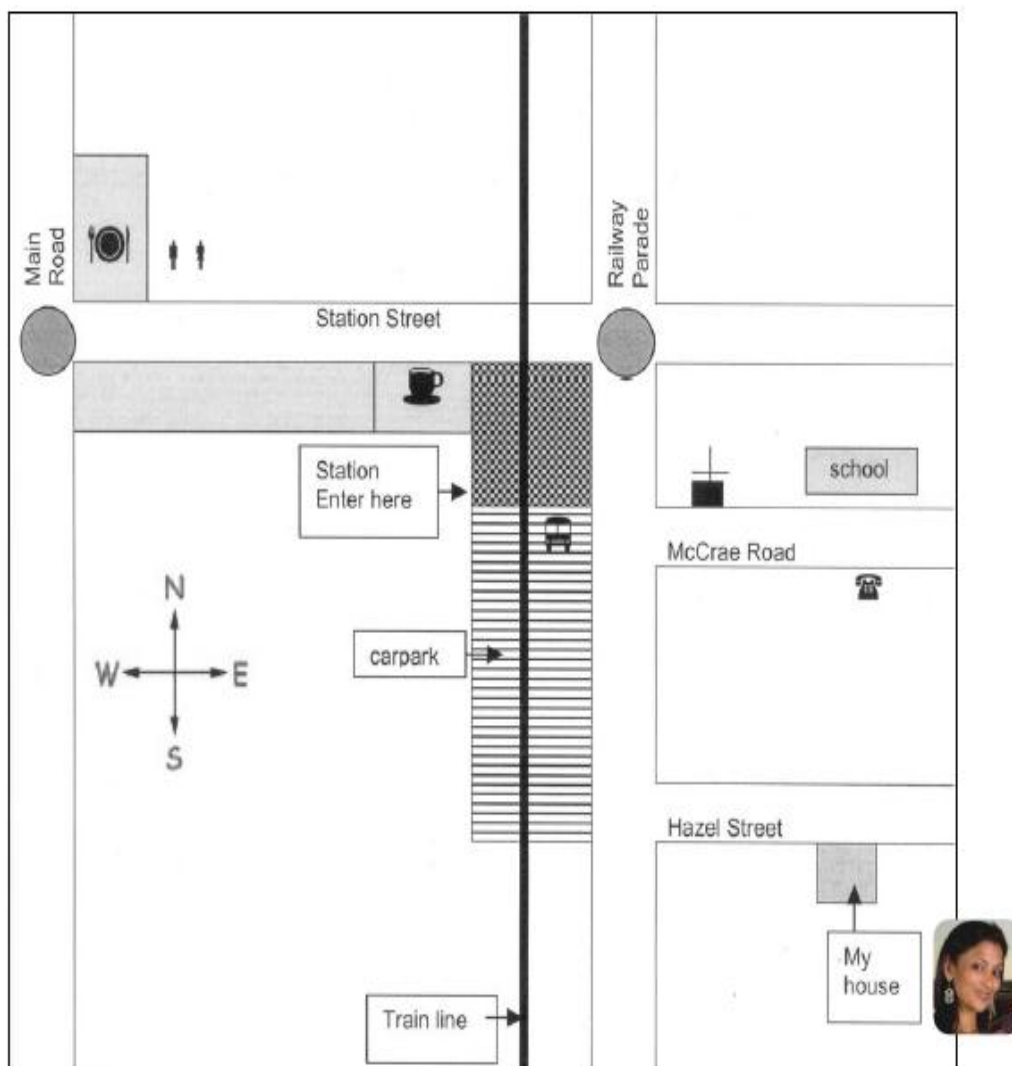
Source: <http://imgc.allpostersimages.com>



## Activity 2

Map

*Look at the map and answer your teacher's questions!*













### Activity 3

Here are some symbols that we see on maps.  
Write the words from the box next to their symbols.



traffic lights	toilets	public telephone	bus stop
church	restaurant	cafe	school

1.  \_\_\_\_\_
2.  \_\_\_\_\_
3.  \_\_\_\_\_
4.  \_\_\_\_\_
5.  \_\_\_\_\_
6.  \_\_\_\_\_
7.  \_\_\_\_\_
8.  \_\_\_\_\_



### Activity 4

Look at the map and answer True or False to the statements.



	True/False
1. There is a church next to the school in McCrae Road.	_____
2. There is a restaurant on the south corner of Main Road and Station Street.	_____
3. There are toilets opposite the restaurant in Station Street.	_____
4. There is a public telephone opposite the school in Hazel Street.	_____
5. There is a café next to the station in Station Street.	_____
6. There are traffic lights on the corner of Main Road and Station Street.	_____
7. There is a bus stop in Railway Parade, opposite McCrae Road.	_____
8. There are traffic lights on the corner of Railway Parade and McCrae Road.	_____





## Activity 5



Observe the following pictures and number them according to the English sentence that explains it better. Number 1 is already done.

Pictures		English sentences	
		1. Turn right into Oxford Street	2. Cross Oxford Street.
		3. Turn left into Oxford Street.	4. The bookshop is near the church
		5. Go straight on Elm Street and Go along Elm Street..	6. The bookshop is between the church and the pet shop.
		7. . The bookshop is next to the church.	8. Take the first turning on the right.
		9. Go past the pet shop.	10. The bookshop is beside the church.
		11. Go over the bridge.	12. The bookshop is opposite the church.
		13. Go along the river.	14. The bookshop is behind the church.
		15. The bookshop is between the church and the pet shop	16. Cross Oxford Street.
		17. Go towards the church.	18. Go up the hill.
		19. The bookshop is near the church	20. . Go through the park.
		21. Go down the hill.	22. . The bookshop is next to the church.



## Activity 6

*Study the expression below!*



### Examples of expressions used for finding places indoor

Asking for Directions	Giving Directions
<ol style="list-style-type: none"> <li>Where is the .....?</li> <li>Can you tell me where ..... is?</li> <li>How do I get to .....?</li> <li>I'm looking for .....</li> <li>Where can I find .....?</li> <li>Could you tell me how I can get to ....., please?</li> </ol>	<ol style="list-style-type: none"> <li>Go straight ahead.</li> <li>Turn left/right at the ...../as you come out of the elevator.</li> <li>Go across the .....</li> <li>Go up stairs/down stairs</li> <li>Go up/down in the elevator/lift</li> <li>Go up/down on the escalator</li> <li>Take the elevator/lift to the .....</li> <li>It's on the ..... floor.</li> <li>It's in the basement.</li> <li>It's next to/beside .....</li> <li>It's between ..... and .....</li> <li>It's at the end of the corridor.</li> <li>It's on your right/left.</li> </ol>

### Examples of expressions used for finding places outdoor

Asking for Directions	Giving Directions
<ul style="list-style-type: none"> <li>Could you tell me where ..... is?</li> <li>Could you direct me to .....?</li> <li>Can you tell me how to get to.....?</li> <li>Would you tell me the way to .....?</li> <li>How far is .....?</li> <li>Where is the nearest .....?</li> <li>Which way is it to .....?</li> </ul>	<ul style="list-style-type: none"> <li>Go straight ahead</li> <li>Go straight down this road</li> <li>Go straight over</li> <li>Follow this road/street as far as the .....</li> <li>Take the first left/right</li> <li>Go around the corner to your left</li> <li>Turn left/ right</li> <li>Cross the street/road</li> <li>Take the left/right turn</li> </ul>



## Activity 7



*Listen to the directions complete the dialogue in Part I and find which building on the map is the place one the tourist is looking for in Part II.*

### PART I

**A:** Hello, excuse me, can you tell me how to get to the  
(1) \_\_\_\_\_?

**B:** Erm, yea, sure – you go straight up this (2) \_\_\_\_\_.

Take the (3) \_\_\_\_\_ on the right.

Keep going along there, (4) \_\_\_\_\_ one junction, and it's right there on your left.

**A:** Thanks

**B:** Oh, no, hang on, wait a minute, there's a (5) \_\_\_\_\_ one. Walk up this

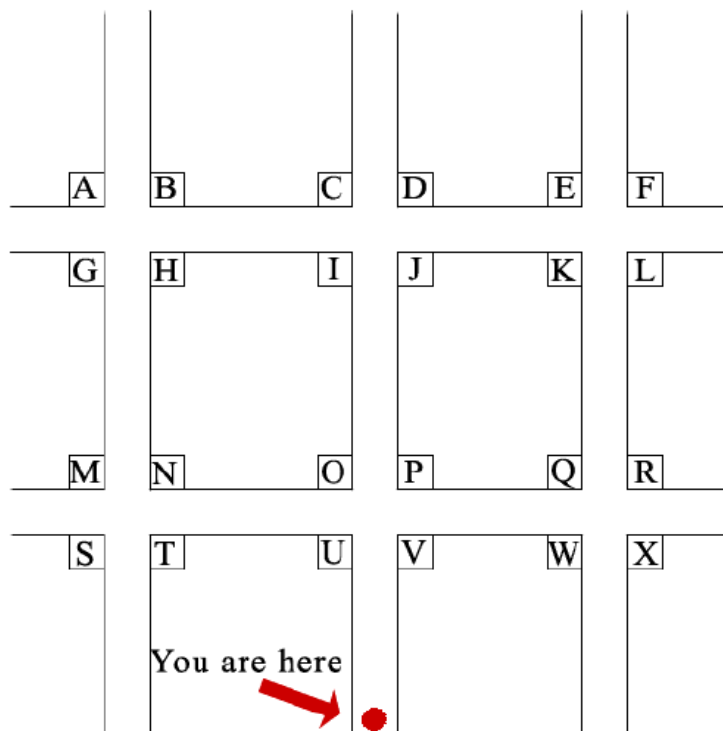
(6) \_\_\_\_\_, take the (7) \_\_\_\_\_ and there's a

(8) \_\_\_\_\_ on your (9) \_\_\_\_\_ at the next

(10) \_\_\_\_\_, sorry, I forgot about that one.

**A:** Thanks again

### PART II



# APPENDIX G

## Pre-Test and Post-Test

### ASSESSING LISTENING

**Test** : Pre and Post Test

**Target** : Hotel Accommodation Department / Semester II

**Time** : 90 minutes

**Test Designer** : Idha Kurniasari Dewi

No	Standard of Competency	Basic Competence	Topic	Indicators	Test Format	Number of Items
1.	Communicating in the Novice level of English	1.6. Understanding the memo and simple menus, schedule of public transportation, and traffic signs	<ul style="list-style-type: none"> <li>Ordering meals in a restaurant</li> <li>Schedules of public transportation</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a conversation of making order in the restaurant and take notes of what the customers order.</li> <li>Listen to a recording and identify the important information.</li> </ul>	<ul style="list-style-type: none"> <li>Open ended respond to a question</li> <li>Multiple Choice</li> <li>Fill in the blank</li> </ul>	Part A Number 1 - 5  Part B 1 Number 1 – 5  Part B 2 Number 1 – 10

		1.7. Understanding the foreign words and terms and also simple sentences based on the formula	<ul style="list-style-type: none"> <li>• Traffic signs</li> <li>• Asking and Giving directions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the recordings and identify the symbols.</li> <li>• Identify the map, listen to the recording and identify the information in the recording.</li> <li>• Listen to the recording and find the place in the map.</li> </ul>	<ul style="list-style-type: none"> <li>• Matching the pictures</li> <li>• True-False question</li> <li>• Draw the route</li> </ul>	Part C Number 1 – 6  PART D Number 1 -10  PART E
--	--	---	---	--	--	--

**Scoring Guidelines**  
**PRE AND POST TEST**

Subject : English

Time Allocation : 90 minutes

No	Part	Scoring Guidelines	Total Number of Items	Maximal Scores
1.	Part A	Each correct answer is scored=2 Each answer almost correct is scored= 1 No answer/ incorrect answer is scored= 0	5	10
2.	Part B			
	B1	Each correct answer is scored=1 No answer/ incorrect answer is scored= 0	5	5
	B2	Each correct answer is scored=1 No answer/ incorrect answer is scored= 0	10	10
3.	Part C	Each correct answer is scored=1 No answer/ incorrect answer is scored= 0	6	6
4.	Part D	Each correct answer is scored=1 No answer/ incorrect answer is scored= 0	10	10
5.	Part E	There is a post office showed score =4 There are two post office showed score =2 No answer/ incorrect answer is scored= 0	2	4
Total			40	40

**Student' score= Student' total score A+B+C+D**

**4**

## PRE-TEST

**Name :** \_\_\_\_\_

**Student number:** \_\_\_\_\_

### Part A

*You will hear a man and a woman ordering a meal in a restaurant. Listen to what they order and write down the answers to the following questions. You will hear the listening three times.*

1. What would the woman like for her first course?  
.....
2. What would the man like, but can't have, for a first course?  
.....
3. What does the woman want for a main course?  
.....
4. What would the man like for a main course?  
.....
5. What will they drink?  
.....

### Part B

*B 1. You will hear a woman talking to the ticket seller in the station. Listen to them, and then choose the correct answer. You will hear the recording twice.*

1. What is the name of the card that gives unlimited rides for a week?
  - a. A seven day card
  - b. A week card
  - c. A metro card
2. How much is each ride for two days ride?
  - a. \$ 2, 00
  - b. \$ 20, 00
  - c. \$ 10, 00



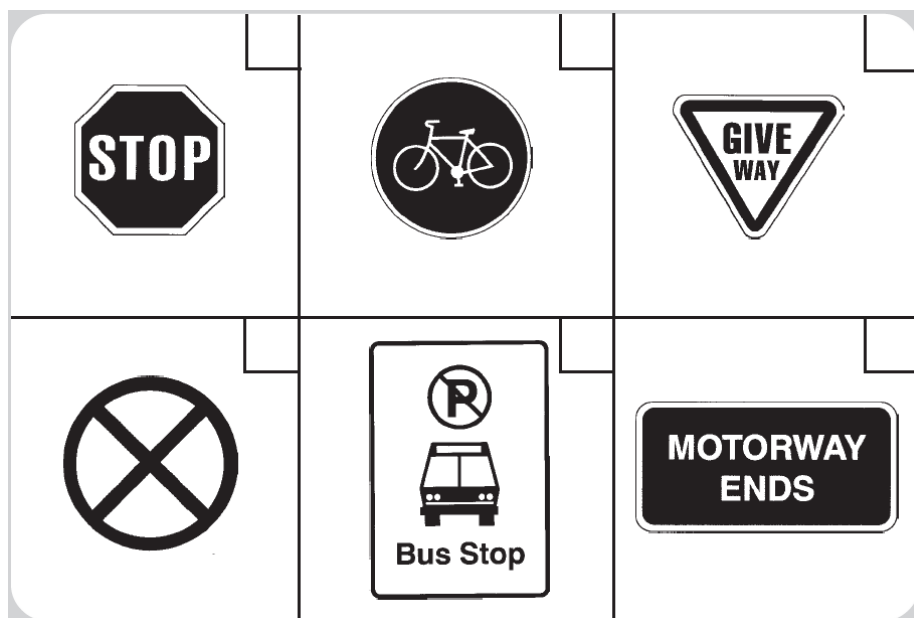
3. If the woman buys a Metro card worth more than \$ 10, 00, how many discounts she will get?
  - a. 2%
  - b. 10%
  - c. 20%
  
4. How many rides will Misha get if she buys a \$10.00 Metro Card?
  - a. Twelve.
  - b. Six.
  - c. A single ride.
  
5. Finally, what ticket the woman chooses?
  - a. A metro card \$ 10, 00
  - b. A day card
  - c. A seven day card

*B2. You will hear an announcement in the station. Listen to the announcement, and then fill in the blank. You will hear the announcement twice.*

Hello. Passengers of (1) \_\_\_\_\_ bound for (2) \_\_\_\_\_, with stops in Atlanta and (3) \_\_\_\_\_. The departure (4) \_\_\_\_\_ has been changed to (5) \_\_\_\_\_. Also, there will be a slight departure (6) \_\_\_\_\_ due to inclement weather outside. The ground (7) \_\_\_\_\_ is in the process of deicing the wings in preparation for departure. It also looks like the flight is slightly (8) \_\_\_\_\_, so we are offering complimentary (9) \_\_\_\_\_ tickets to a few passengers willing to take a later flight. We should be boarding about a (10) \_\_\_\_\_ to the hour. Thank you for your patience.

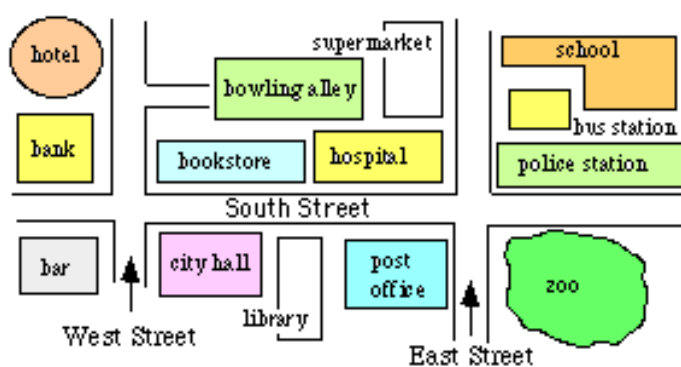
### PART C

You will listen to some description, identify the road sign and write the correct number in the box. You will hear the description twice.



### PART D

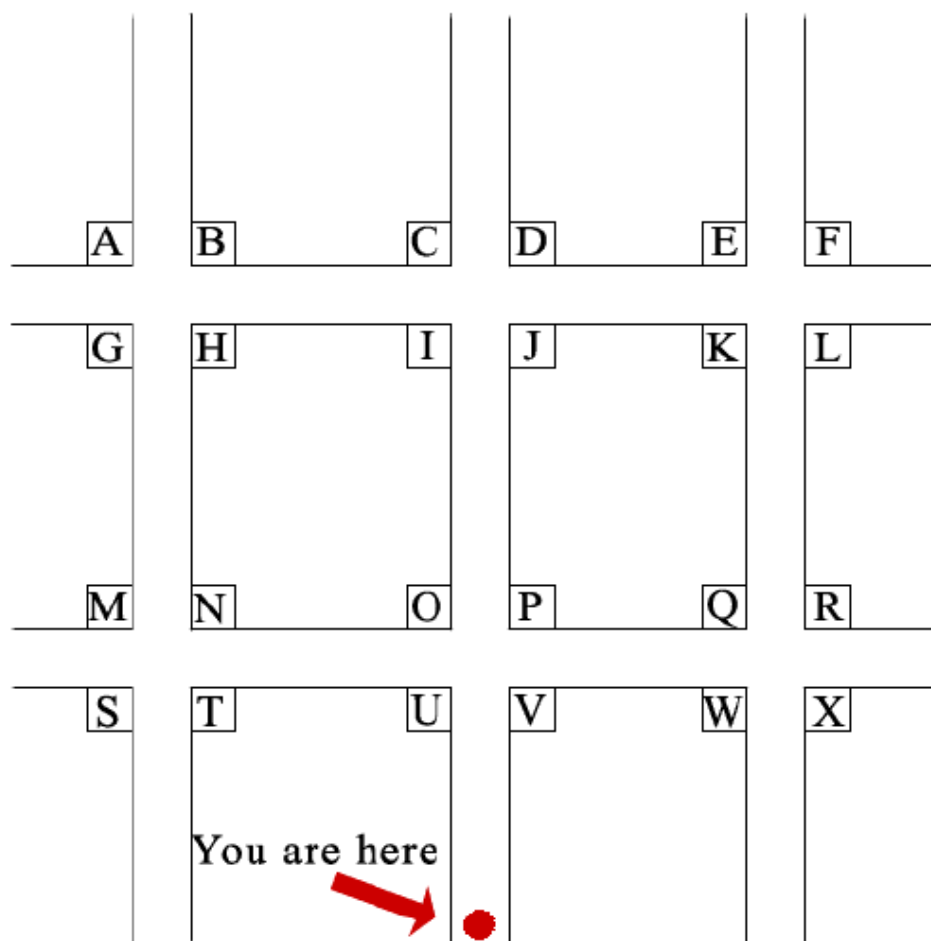
Study the map. Listen to the speaker giving directions to different places on the map. Then write down **True** or **False** for each number. You will listen to the speaker twice.



1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

**PART E**

*Listen to the directions complete the dialogue and find which building on the map is the place one the tourist is looking for by circling the place. You will listen to the recording twice.*



-GOOD LUCK-

## POST-TEST

**Name :** \_\_\_\_\_

**Student number:** \_\_\_\_\_

### Part A

*You will hear a man and a woman ordering a meal in a restaurant. Listen to what they order and write down the answers to the following questions. You will hear the listening three times.*

1. What does the woman order for the main course?  
.....
2. What does the man order for the main course?  
.....
3. What do they order for the drink?  
.....
4. Is there any problem with their meals? Mention!  
.....
5. Is there any problem with the check? If yes, what is that?  
.....

### Part B

*B 1. You will hear a man talking to the person in information desk in the airport. Listen to them, and then choose the correct answer. You will hear the recording twice.*

1. Why does the man in the story walk in the opposite direction?
  - a. Because he decided to go home
  - b. Because he needed to see the monitors.
  - c. Because he had to go to a different gate
2. What is the flight of the man in the story?
  - a. English Air flight 232 to Boise
  - b. English Air flight 232 to Boise
  - c. English Air flight 232 to Boise

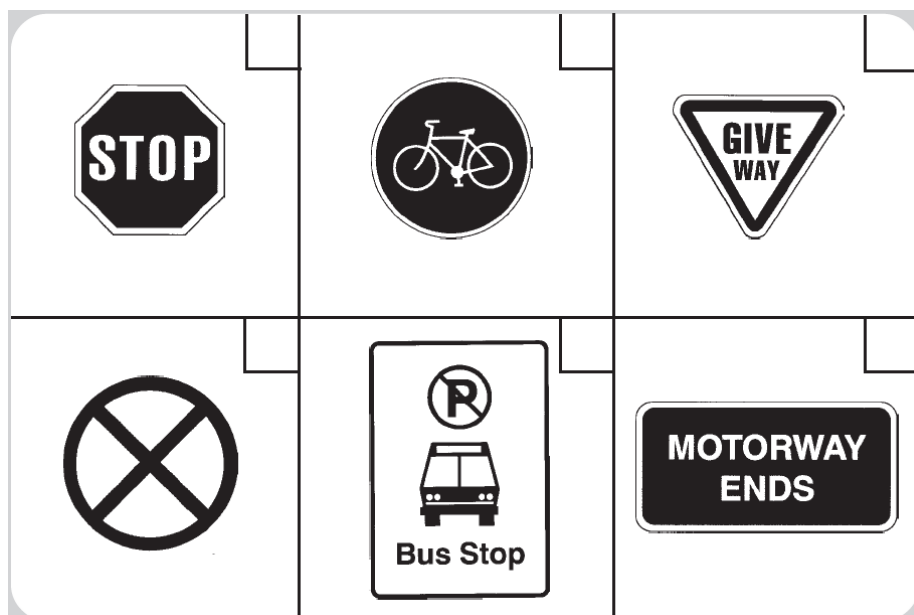
3. Why is the flight has been delayed?
  - a. Bad plane condition
  - b. Bad weather condition
  - c. Bad passenger condition
4. What is the time of the new departure?
  - a. 10. 05 a. m
  - b. 10.15 a. m
  - c. 10. 50 a. m
5. Why does the gate agent offer passengers a travel voucher?
  - a. Because she wants to apologize for making them wait.
  - b. Because she needs someone to agree to travel later.
  - c. Because she needs to give money for de-icing the wings.

*B2. You will hear an announcement in the station. Listen to the announcement, and then fill in the blank. You will hear the announcement twice.*

The train at (1) \_\_\_\_\_ is the 1752 Margate service, calling at Rainham, Sittingbourne, Faversham, Whitstable, Herne Bay and Margate. (2) \_\_\_\_\_ for stations to Sheerness should take this (3) \_\_\_\_\_ and change at (4) \_\_\_\_\_. Passengers for stations to Canterbury and Dover should change at (5) \_\_\_\_\_. Would passengers please note that due to (6) \_\_\_\_\_ works the (7) \_\_\_\_\_ is closed between Margate and Ramsgate and a (8) \_\_\_\_\_ bus service is in operation. Passengers for Broadstairs, Dumpton Park and Ramsgate should take this train to Margate and use the (9) \_\_\_\_\_ available from the station (10) \_\_\_\_\_.

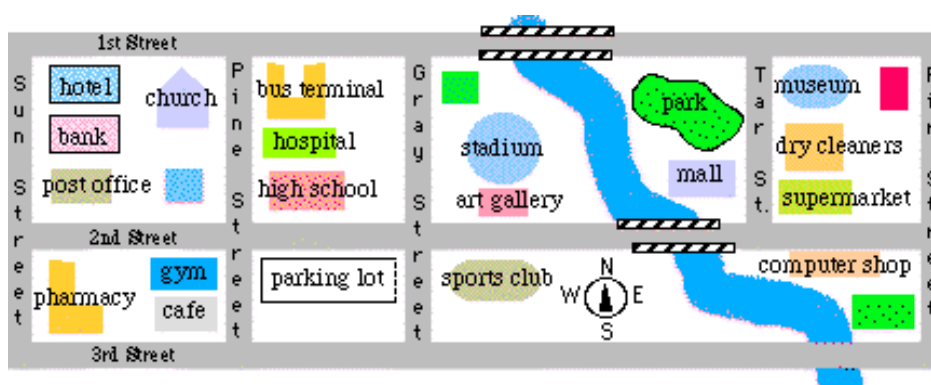
### PART C

You will listen to some description, identify the road sign and write the correct number in the box. You will hear the description twice.



### PART D

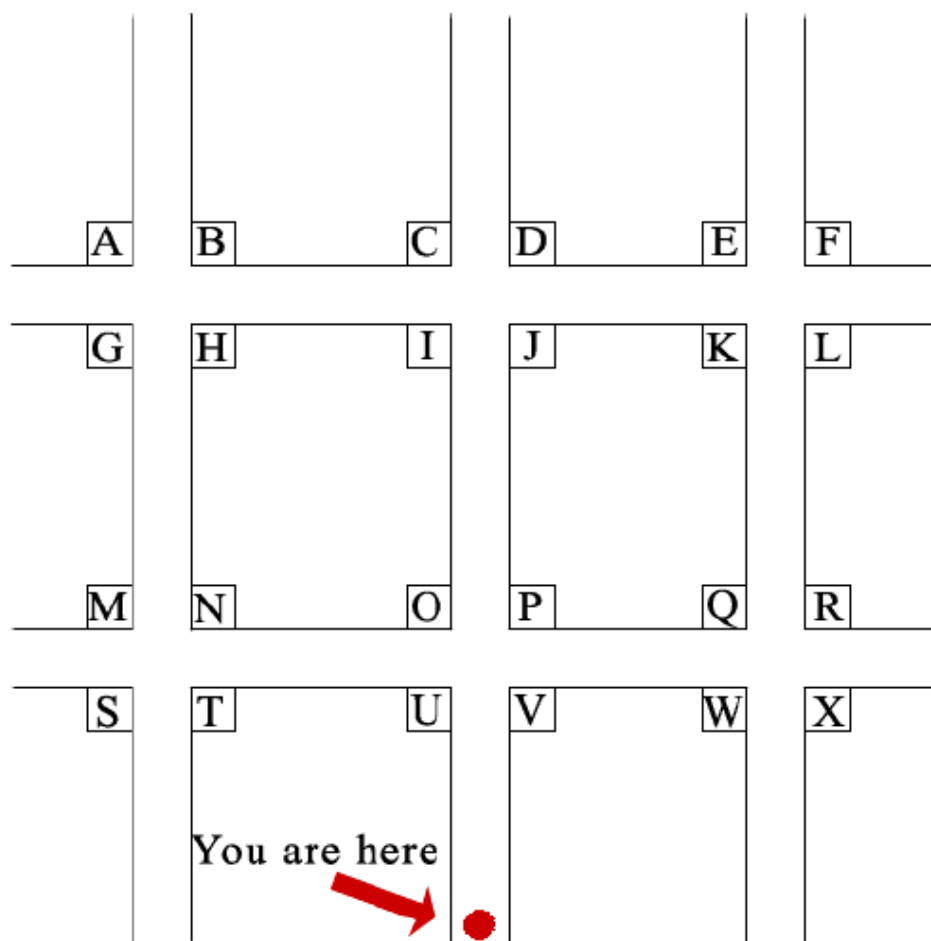
Study the map. Listen to the speaker giving directions to different places on the map. Then write down **True** or **False** for each number. You will listen to the speaker twice



1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

**PART E**

*Listen to the directions complete the dialogue and find which building on the map is the place one the tourist is looking for by circling the place. You will listen to the recording twice.*



-GOOD LUCK-

# APPENDIX H

## Students' Scores



## STUDENTS' SCORES

No	St. Number	Name	Scores	
			Pre-Test	Post-Test
1.	11596	Aditya Utama R	6.75	7.75
2.	11597	Afina Miftahul Jannah	6.25	7.75
3.	11598	Ajeng Kusumaningrum	6.50	7.25
4.	11599	Amelia Febi R	6.00	7.50
5.	11600	Anissa Yuniar Nugraha	6.25	7.75
6.	11601	Anita Kusuma Wardhani	6.00	7.25
7.	11602	Aprilia Maharani L	6.25	7.50
8.	11603	Ari Nur Khasanah	6.00	7.00
9.	11604	Bagas Sandi C	7.00	7.75
10.	11605	Bagas Teja S	8.00	8.75
11.	11606	Catur Dwiokti Safitri	7.50	8.25
12.	11607	Dicka Nungki Hutami	6.25	7.75
13.	11608	Diyah Pertiwi	6.00	7.25
14.	11609	Elviani Naviri P	6.50	7.75
15.	11610	Eni Susanti	6.50	7.25
16.	11611	Fajar Nur Cahyo	6.75	7.75
17.	11613	Ferdy Yuda Putra	6.50	7.75
18.	11614	Galang Bima Ardiansyah	6.50	7.25
19.	11615	Gista Widyastuti	6.25	7.50
20.	11616	Hanung Sintara A	6.50	7.50
21.	11617	Ita Rahmawati	7.00	7.75
22.	11618	Khusnul Khotimah	6.00	7.50
23.	11619	Kurniawati	6.50	7.50
24.	11620	Levi Ika Anggraini	7.25	7.75
25.	11621	Lia Nur Yulianti	6.25	7.25
26.	11622	Mamay Warisda	6.00	7.50
27.	11623	Muhammad Asykarul S	6.25	7.50
28.	11624	Mutiara Suci D S	6.75	7.75
29.	11625	Rika Rosita	7.25	7.75
30.	11626	Septian Indra P	6.25	7.50
31.	11627	Svenda Yuandari S	6.50	7.25
32.	11628	Wanti Rohimah	6.00	7.00
33.	11629	Willy Sanjaya C	6.25	7.75
34.	11630	Yayik Opiyani	6.00	7.25
35.	11631	Reza Zainul Malik	7.00	8.50
Mean Score			6.5	7.6

# APPENDIX I

## Photographs



*Picture 1: The students are watching the vodcast.*



*Picture 2: The students are watching the vodcast.*



*Picture 3: The students are watching the vodcast.*



*Picture 4: The student is doing the assignments seriously.*



*Picture 5: The student is doing the assignments seriously.*



*Picture 6: The students are doing the assignments seriously.*



*Picture 7: The researcher is playing the vodcast.*



*Picture 8: The researcher is distributing the handouts.*



*Picture 9: The researcher is giving explanations to some students.*

# APPENDIX J

## Letters





**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0378d/UN.34.12/DT/IV/2013  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

16 April 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***Improving the Listening Skills through the Use of Podcast as Authentic Materials for the Tenth Grade Students of Hotel Accomodation Departement of SMK Negeri 4 Yogyakarta in the Academic Year of 2012/2013***

Mahasiswa dimaksud adalah :

Nama : IDHA KURNIASARI DEWI  
NIM : 09202244016  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : April – Mei 2013  
Lokasi Penelitian : SMK Negeri 4 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMK Negeri 4 Yogyakarta



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepalihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

0703297/VI/2013

Membaca Surat : Dekan Fak. Bahasa dan Seni UIN Nomor : 0378D/UN34.12/DT/IV/2013  
Tanggal : 15 April 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Pengurusan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJUJUKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : IDHA KURNIASARI DEWI NPM/NIM : 09202244016  
Alamat : KARANGMALANG YK  
Judul : IMPROVING THE LISTENING SKILLS THROUGH THE USE OF PODCASTS AS AUTHENTIC MATERIALS FOR THE TENTH GRADE STUDENTS OF HOTEL ACCOMODATION DEPARTEMENT OF SMK NEGERI 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013  
Lokasi : KOTA YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA  
Waktu : 16 April 2013 s.d 16 Juli 2013

**Dengan Ketentuan**

1. Menyampaikan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyampaikan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Bim Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jog.aprov.go.id](http://adbang.jog.aprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksima 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jog.aprov.go.id](http://adbang.jog.aprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak mentaati ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 16 April 2013

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan

Kepada Bina Administrasi Pembangunan



**Terselamatkan:**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Dinas Perizinan;
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY;
4. Dekan Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta;
5. Yang Bersangkutan





## PEMERINTAH KOTA YOGYAKARTA

## DINAS PERIZINAN

Jl. Kenari No. 58 Yogyakarta 55165 Telepon 514448, 515885, 515886, 562682  
 EMAIL : perizinan@jogjakota.go.id EMAIL INTRANET : perizinan@intra.jogjakota.go.id

## SURAT IZIN

NOMOR : 070/1161  
 2779/34

Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
 Nomor : 070/3297/VI/4/2013 Tanggal : 16/04/2013

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;  
 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
 4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perteinan pada Pemerintah Kota Yogyakarta;  
 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2008 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pencatatan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijinkan Kepada : Nama : IDHA KURNIASARI DEWI NO MHS / NIM : C9202244016  
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
 Alamat : Kampus Karangmalang Yogyakarta  
 Penanggungjawab : Dr. Agus Widyantoro, W.Pd.  
 Keperluan : Melakukan Penelitian dengan Judul Proposal : IMPROVING THE LISTENING SKILLS THROUGH THE USE OF PODCASTS AS AUTHENTIC MATERIALS FOR THE TENTH GRADE STUDENTS OF HOTEL ACCOMODATION DEPARTMENT OF SMK NEGERI 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

Lokasi/Responden : Kota Yogyakarta  
 Waktu : 18/04/2013 Sampai 18/07/2013  
 Lampiran : Proposal dan Daftar Pertanyaan  
 Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cc. Dinas Perizinan Kota Yogyakarta)  
 2. Wajib Menjaga Tata tertib dan mematuhi ketentuan-ketentuan yang berlaku setempat  
 3. Izin ini tidak d salahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas  
 Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
 Pemegang Izin

IDHA KURNIASARI DEWI

Dikeluarkan di : Yogyakarta  
 pada Tanggal : 18-4-2013

Ar. Kepala Dinas Perizinan  
 Sekretaris

FNY RETNOWATI, SH  
 NIP. 195103031988032034

## Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMK Negeri 4 Yogyakarta
5. Ybs.



**PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH KEJURUAN NEGERI 4  
TERAKREDITASI A; SERTIFIKAT ISO 9001:2008**

Alamat : Jl. Sidikan No. 60 Umbulharjo Yogyakarta 55162  
Telp. (0274) 372238, 419973 Fax. (0274) 372238 email : [info@smkn4jogja.sch.id](mailto:info@smkn4jogja.sch.id) web : [www.smkn4jogja.sch.id](http://www.smkn4jogja.sch.id)

**SURAT KETERANGAN**

Nomor : 070/641

Yang bertanda tangan di bawah ini :

Nama	: Drs. SENTOT HARGIARDI, M.M.
NIP	: 19600819 198603 1 010
Jabatan	: Kepala Sekolah
Pangkat, Gol	: Pembina, IV/a
Unit Kerja	: SMK Negeri 4 Yogyakarta

Menerangkan bahwa Mahasiswa :

Nama	: Idha Kurniasari Dewi
NIM	: 09202244016
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMK Negeri 4 Yogyakarta, dengan judul : "IMPROVING THE LISTENING SKILLS THROUGH THE USE OF PODCASTS AS AN AUTHENTIC MATERIAL FOR THE TENTH GRADE STUDENTS OF HOTEL ACCOMMODATION OF SMK N 4 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013".

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 30 Mei 2013

Kepala



Drs. SENTOT HARGIARDI, M.M.  
NIP 19600819 198603 1 010